



Misericordia

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**Graduate Catalog
1997-98**



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**College Misericordia Academic Catalog
Graduate Studies
Effective August, 1997**

CONTACTS

For more information on graduate studies at College Misericordia, contact the people listed below at 717-674-6400 between 8:30 a.m. and 4:30 p.m. Other College personnel are listed in the College Directory section of this catalog. All mail to College Misericordia faculty and administration may be addressed to College Misericordia, 301 Lake Street, Dallas, PA 18612.

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Student Life

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POLICY STATEMENT

This catalog contains current information regarding College Misericordia's graduate programs, admissions policies, degree requirements, fees and regulations. College Misericordia reserves the right to promulgate and change such regulations and to make changes in its programs and policies whenever it is deemed necessary or desirable. Compliance with the requirements of the graduate programs is the responsibility of the student.

College Misericordia accords students of any race, color, religion, sex, physical disability, nationality or ethnic origin all the rights, privileges, programs and activities generally made available to students of the College. College Misericordia does not discriminate on the basis of race, color, religion, disability, gender, marital status, sexual orientation, nationality, or ethnic origin in the administration of its educational policies, scholarship and loan programs or other College administered programs.

College Misericordia complies with the Family Education Rights and Privacy Act (FERPA) of 1974 as amended. A copy of the act is available for inspection in the Office of the Vice-President of Academic Affairs.

TABLE OF CONTENTS

Contacts	2
Catalog Policy Statement	3
Graduate Philosophy	5
Accreditation	5
Academic Integrity	5
Graduate Program Policies and Procedures	6
Admissions Information	6
Application for Graduate Degree	11
Auditing	11
Change of Address	11
Course Withdrawal and Refund Policies	11
Financial Aid	12
Grading System	13
Students with Disabilities	14
Graduation Requirements	14
Grievance Procedures	14
Maintenance of Matriculation and Leave of Absence	15
Non-Matriculation Status	16
Program Advisement	16
Program Retention	16
Program Withdrawal	16
Readmission	16
Transcripts	17
Transfer of Credit	17
Tuition and Fees	17
Graduate Program Descriptions	18
Education	18
Nursing	23
Occupational Therapy	32
Organizational Management	36
Physical Therapy	39
Course Descriptions	42
Education	42
Nursing	48
Occupational Therapy Entry Level	54
Organizational Management	56
Physical Therapy	61
College Directory	64
Board of Trustees	64
Administration	65
Graduate Program Faculty	66
Adjunct Faculty	68
Academic Calendar	70
Index	72

GRADUATE PHILOSOPHY

Graduate education at College Misericordia exists within the framework of the College's role and mission statement. It is firmly rooted in the mission and academic traditions of the college and its founding group, the Religious Sisters of Mercy, stressing the values of Justice, Mercy and Service. It emphasizes academic excellence and critical thinking, while preparing students for productive careers and continued professional growth. The graduate faculty foster a climate conducive to academic growth, intellectual discourse, critical thinking and decision making. The aims of the graduate programs at College Misericordia are to provide comprehensive education in special fields, to offer instruction in the methods of independent investigation and to foster a spirit of research.

Active participation, individualized planning, and selection of learning experiences facilitate the development of students as persons, members of society, and potential leaders in their professions. The graduate programs offered by College Misericordia build upon the College's traditional academic strengths.

ACCREDITATION

College Misericordia is fully accredited by the Commission on Higher Education, Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19101, 215-662-5606, and is empowered by the Commonwealth of Pennsylvania to grant both undergraduate and graduate degrees. The Master's degree in Education offered by College Misericordia is fully approved by the Pennsylvania Department of Education. The Master's degree in Nursing is fully accredited by the National League for Nursing, 350 Hudson Street, New York, NY 10014 (800-669-1656). The Master's degree in Occupational Therapy is approved by the Accreditation Council for Occupational Therapy Education. The postbaccalaureate entry-level program in Physical Therapy is fully accredited by the Commission on Accreditation of Physical Therapy Education/American Physical Therapy Association.

ACADEMIC INTEGRITY

It is the student's responsibility to maintain academic integrity and intellectual honesty in her/his work. All students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort.

In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by the use of citations, both the ideas and the language are her/his own. Failure to abide by the rules of scholarship is academically dishonest.

It should be clearly understood that plagiarism, cheating or other forms of academic dishonesty fundamentally violates the nature and purposes of an academic institution and will not be tolerated at College Misericordia. A student who has been found guilty of plagiarism will be dismissed from the College.

GRADUATE PROGRAM POLICIES AND PROCEDURES

ADMISSIONS INFORMATION

Matriculation in any graduate program at College Misericordia requires at minimum a bachelor's degree from an accredited college or university. In addition, some graduate programs have program specific admissions requirements which are noted below.

Applicants must file a formal request for admission along with three letters of recommendation (including a letter from a colleague and a supervisor) and the results of either the Graduate Records Examination or the Miller's Analogy Test as required by the program to which you are applying. A complete application consists of the application form, three letters of reference, the application fee, official transcripts of previous academic work to be forwarded directly from the institution at which the credits were earned, and the results of either the GRE or MAT examination as appropriate. Students for whom English is a second language must demonstrate proficiency in written and spoken English.

The application and all supporting material should be mailed to:

Office of Graduate Admissions
College Misericordia
301 Lake Street
Dallas, PA 18612-1098

FAX No. 717-675-2441

Credentials will be screened by the Graduate Admissions Committee. The applicant will be notified in writing of matriculation status within eight weeks of receipt of a completed application.

Program Specific Admissions Requirements

EDUCATION

Admission Criteria:

Full Admission — Applicants are eligible for full admission to the graduate program if they either have a GPA of 2.50 but less than 2.99 and a score on the MAT or GRE of at least the 35th percentile; or a GPA of 3.00 or above and a score on the MAT or GRE of at least the 25th percentile.

Provisional Admission — Applicants who have a GPA of 2.50 to 2.99 and score below the 35th percentile on the MAT or GRE are eligible to be granted provisional admission. Students in this category will be required to complete up to 12 graduate credits, half of which must be in required courses, with grades no lower than "B" before being granted full and unconditional admission.

Denied Admission — Applicants who have less than a 2.50 GPA in their undergraduate studies and score below the 25th percentile on the MAT or GRE will be denied admission.

The Graduate Education Program may enable students to become candidates for a Pennsylvania Department of Education Instructional Certification in Elementary Education (i.e., Elementary Track students). However, this is the case only for students who are certified in another instructional area and who want to expand their areas of certification. For example, a Graduate Education Program student already certified in secondary education may become a candidate for certification in elementary education. Candidates for certification in elementary education will need to meet other requirements as set by the Pennsylvania Department of Education.

GRADUATE PROGRAM POLICIES AND PROCEDURES

While the Graduate Education Program is designed for veteran teachers, persons who are not teachers may apply. They should realize, however, that the Graduate Education Program is not a vehicle for earning an Instructional I certificate (i.e., initial certification) in any area. College graduates who are not teachers but who are interested in becoming teachers may submit their transcripts to the Director of Teacher Education for review. Initial certification in Early Childhood Education, Elementary Education, Special Education (MPH), and several areas of Secondary Education may be possible by completing a carefully planned series of undergraduate and graduate courses.

NURSING

Graduate Admission Criteria:

Full Admission — Applicants are eligible for full admission to the graduate program if they either have a GPA of 2.50 but less than 2.99 and a score on the MAT or GRE of at least the 35th percentile; or a GPA of 3.00 or above and a score on the MAT or GRE of at least the 25th percentile.

Provisional Admission — Applicants who have a GPA of 2.50 to 2.99 and score below the 35th percentile on the MAT or GRE are eligible to be granted provisional admission. Students in this category will be required to complete up to 12 graduate credits, half of which must be in required courses, with grades no lower than “B” before being granted full and unconditional admission.

Denied Admission — Applicants who have less than a 2.50 GPA in their undergraduate studies and score below the 25th percentile on the MAT or GRE will be denied admission.

In addition, nursing applicants must submit the following:

1. official transcripts demonstrating graduation from an NLN accredited baccalaureate program;
2. statement of professional goals for graduate education;
3. copy of current professional nurse registration;
4. documentation of a physical assessment course;
5. documentation of undergraduate statistics course;
6. nurse practitioner applicants must demonstrate one year of recent clinical experience.

Applicants for Family Nurse Practitioner — Post Master’s Certificate Program must submit the following:

1. official transcripts demonstrating graduation from an NLN accredited masters program;
2. statement of professional goals for nurse practitioner program;
3. copy of current professional nursing license;
4. documentation of physical assessment course;
5. minimum one year of recent clinical experience.

The following admission criteria apply to applicants who wish to pursue the RN to MSN Option.

1. **Registered nurse applicants with an associate’s degree in nursing**
 - A. Applicants must have graduated from an NLN accredited program with a minimum cumulative GPA of 2.7 for all courses taken. Prior to admission to the RN to MSN Option, the applicant will be required to meet MAT or GRE requirements.
 1. Applicants whose GPA is 2.7 to 2.99 and whose MAT or GRE scores are at the 35th percentile or better will be eligible for full admission.
 2. Applicants whose GPA is 3.0 or better and whose MAT or GRE scores are between the 25th percentile or better will be eligible for full admission.
 3. Provisional admission will be granted to those applicants whose GPA is between 2.5 and 2.7 and whose score on the MAT or GRE is between the 25th and 35th percentile. Students in this category will be required to complete 12 graduate credits, half of which must be in required courses, with grades of no lower than “B” before being granted full and unconditional admission.

GRADUATE PROGRAM POLICIES AND PROCEDURES

4. Applicants who have less than a 2.5 GPA in their prior course work and/or scores below the 25th percentile on the MAT or GRE examination will not be admitted to this curricular option.

II. Registered nurse applicants with a diploma in nursing

- A. Diploma registered nurse applicants who have not earned a college degree must meet all requirements specified in section I-A for admission. In addition, these applicants will be required to complete the entire core curriculum (54 credits).

III. Additional requirements for admission

- A. Applicants who have graduated from an NLN accredited associate degree or diploma program within 3 years of the application date are eligible for direct articulation and will have 32 credits held in escrow until the undergraduate nursing requirements have been completed.
 1. Applicants who have graduated within 4 to 10 years of the application date and who provide evidence of 1000 hours or more clinical practice during the 3 years prior to admission will be eligible for direct articulation as specified in III A.
 2. Applicants who have graduated more than 10 years prior to the application date, and who provide evidence of 1000 hours or more clinical practice during the 3 years prior to admission, may request an individual evaluation via portfolio documentation. Based on the portfolio evaluation, applicants may be required to complete validation testing.
- B. All applicants must submit the following materials:
 1. Official transcripts demonstrating graduation from an NLN accredited AD or diploma nursing program;
 2. A statement of professional goals for graduate education;
 3. Copy of current professional nurse license;
 4. Documentation of at least one year of clinical experience for applicants pursuing the nurse practitioner option.

COMBINED GRADUATE PROGRAM IN NURSING AND ORGANIZATIONAL MANAGEMENT:

Students with a BSN degree may wish to pursue a combined MSN/Organizational Management curriculum. The combined program prepares students for administrative positions. They will acquire a more in-depth ability to function in positions in nursing service by using management skills in organizational environments based on clinical nursing specialization.

The combined program consists of sixty-four (64) credit hours which reflect a twelve hour reduction in the total credit load of the two programs combined. Four course requirements are similar in each program, namely, OM 500, OM 509, OM/NSG 515, and OM 595. Hence course repetition is not required. All other course requirements for each program will be completed. Students select from the same majors in each program.

Entrance requirements for both programs must be met, and an academic advisor from each program will be assigned. Students must have continuous advisement by advisors in both programs. Additional details about the combined MSN/OM program can be obtained from the director of either program.

PROFESSIONAL ENTRY LEVEL MASTER OF SCIENCE DEGREE IN OCCUPATIONAL THERAPY

Admissions:

Students who have a sincere desire to pursue a career in occupational therapy, who are able to articulate their leadership roles, who have an appreciation for the relevance that occupation plays in their individual lives, and who have achieved the following criteria will be considered for the Occupational Therapy Program:

GRADUATE PROGRAM POLICIES AND PROCEDURES

TRADITIONAL FIVE YEAR PROFESSIONAL ENTRY LEVEL MASTERS DEGREE

- High School science background required in biology and mathematics; physics strongly recommended
- Minimum of 2.5 Cumulative High School GPA
- 1,000 SAT score and/or top 20th percentile in class ranking
- Two letters of reference (at least one from an occupational therapist is highly recommended)
- 50 hours of documented service in a health care setting with an occupational therapist with at least half completed prior to the admissions interview
- Submit a 500 word statement of personal and professional goals
- Successful interview with an Occupational Therapy faculty member

WEEKEND COLLEGE PROFESSIONAL ENTRY LEVEL MASTERS DEGREE

(Students with an Associate Degree who are Certified Occupational Therapy Assistants)

- A Certified Occupational Therapy Assistant who has graduated from an accredited program with a minimum of a 2.80 Cumulative Grade Point Average (if GPA is based on less than 30 credits, a 1,000 minimum SAT score is also required)
- Two letters of reference (at least one from an occupational therapist is highly recommended)
- Submit a 500 word statement of personal and professional goals
- Successful interview with an Occupational Therapy faculty member
- COTAs must submit evidence of current AOTCB certification
- A minimum of 1 year working as a COTA

WEEKEND COLLEGE PROFESSIONAL ENTRY LEVEL MASTERS DEGREE

(students already possessing an undergraduate degree)

- A Bachelor degree from an accredited College or University, with a minimum of a 2.8 Cumulative Grade Point Average over courses taken at all institutions attended
- Successful completion of the following pre-requisite college courses with a grade of at least a “C” in each course:

Human Anatomy and Physiology (with a lab)	2 semesters or equivalent
Introduction to Physics (with a lab)	1 semester or equivalent
Statistics	1 semester or equivalent
Abnormal Psychology	1 semester or equivalent
- Two letters of reference (at least one from an occupational therapist is highly recommended)
- 50 hours of documented service in a health care setting with an occupational therapist *with at least half completed prior to the admissions interview*
- Submit a 500 word statement of personal and professional goals
- Successful interview with an Occupational Therapy faculty member at College Misericordia

ORGANIZATIONAL MANAGEMENT

Admission Criteria:

Full Admission—Applicants are eligible for full admission to the graduate program if they either have a GPA of 2.50 but less than 2.99 and a score on the MAT or GRE of at least the 35th percentile; or a GPA of 3.00 or above and a score on the MAT or GRE of at least the 25th percentile.

Provisional Admission—Applicants who have a GPA of 2.50 to 2.99 and score below the 35th percentile on the MAT or GRE are eligible to be granted provisional admission. Students in this category will be required to complete up to 12 graduate credits, half of which must be in required courses, with grades no lower than “B” before being granted full and unconditional admission.

GRADUATE PROGRAM POLICIES AND PROCEDURES

Denied Admission—Applicants who have less than a 2.50 GPA in their undergraduate studies and score below the 25th percentile on the MAT or GRE will be denied admission.

PHYSICAL THERAPY

Admission Criteria:

College Misericordia's program in Physical Therapy is a five-year, entry level master's degree program with admission at the freshman year. However, applicants who already possess a baccalaureate degree may be admitted directly into the professional phase of the physical therapy program on a space available basis.

Admission Directly into the Professional Physical Therapy Program

Applicants who possess a baccalaureate degree may be admitted directly into the professional physical therapy program. The following criteria for selection will apply:

1. Minimum cumulative GPA of 3.0 in college work completed.
2. Successful completion of the following pre-requisite college courses with a grade of at least "C" in each course:

Chemistry with lab including organic chemistry	2 semesters or equivalent
Physics with lab	2 semesters or equivalent
Human Anatomy with lab	1 semester or equivalent
Human Physiology with lab	1 semester or equivalent
(A two semester or equivalent combined Anatomy and Physiology course with lab is acceptable)	
Statistics	1 semester or equivalent
Psychology to include Developmental Psychology	2 semesters or equivalent

3. If SAT scores are older than five years, the applicant will be required to submit GRE or Miller's Analogy Test scores.
4. Exposure to and exploration of physical therapy as demonstrated by documented paid or volunteer experience of 100 or more hours in at least two different facilities or a minimum of one year's full-time professional experience within the health care system.

Advancement within the Professional Physical Therapy Program

To advance within the professional program, students must maintain a 3.0 GPA and achieve a minimum level of competence (B) in all professional designated (PT) courses; further, no more than 2 grades of "C" will be permitted in courses at the 500 and 600 level. Grades of D or below are considered failing grades within the Professional Program. Policies and Procedures related to Academic Standards for the Physical Therapy Program will be included in the Physical Therapy Student Handbook.

GRADUATE PROGRAM POLICIES AND PROCEDURES

For complete information on admission requirements at the undergraduate level, see the Undergraduate Catalog.

APPLICATION FOR GRADUATE DEGREE

It is the student's responsibility to keep abreast of progress toward degree completion. An application for the graduate degree should be filed in the Office of the Registrar no later than February 1 of the anticipated year of graduation. Failure to do so may delay the date of awarding the diploma.

AUDITING

With the appropriate program director's approval, any student may register to take a course on an audit or non-credit basis provided that standard admission and course prerequisites have been met. A student may audit no more than 3 courses or 9 credits. The fee for auditing a course is one half the cost of tuition.

Matriculating students must have the permission of their advisor before auditing a course.

CHANGE OF ADDRESS

Students enrolled for course work in the graduate program are responsible for reporting any change of address and/or other salient information to the Office of Graduate Registration. Failure to do so will result in failure to receive timely registration, program, grading and billing information.

COURSE WITHDRAWAL AND REFUND POLICIES

A student may withdraw from a course without academic penalty within the period stated in the college calendar. Withdrawal forms may be obtained from the Office of Graduate Registration. A grade of "W" is given for an approved withdrawal. The date on which the form is received by the Office of Graduate Registration is considered as the official date of withdrawal. Refund of tuition and grade assignment is based on the date on which the form is received by the Office of Graduate Registration. If a student does not officially withdraw from a class and ceases to attend it, a grade of "F" is incurred. If a student withdraws while failing, after the date for withdrawal without academic penalty, a grade of "WF" is incurred.

When a graduate student drops a course or withdraws from a course or the College, official notice must be filed with the Office of Graduate Registration.

Tuition refunds are based on the date the Office of Graduate Registration receives official notice from a student indicating his/her desire to withdraw from a course.

Graduate students who receive federal Title IV funds and who are enrolled at the college for the first time will be governed by Title IV refund regulations as mandated by the Higher Education Amendments of 1992. In the case of withdrawal, tuition and fees will be cancelled on a pro-rated basis for the first sixty percent of the length of the period of study. Financial aid must be proportionately reduced and restored to the appropriate financial aid fund. The calculation for Title IV refunds will be computed by the Financial Aid Office.

In the case of a withdrawal of a graduate student who is not enrolled at the college for the first time, the percentage of tuition refund is as follows:

For day and once per week evening classes the percentage rate for tuition refunds follows:

First Week	100 percent
Second Week	75 percent
Third Week	50 percent
Fourth Week	25 percent
No refunds are allowed after the fourth week.	

GRADUATE PROGRAM POLICIES AND PROCEDURES

For Weekend College classes the percentage of tuition refund follows:

- 100 percent prior to the 2nd class meeting.
- 50 percent prior to the 3rd class meeting.
- No refund after the 3rd class meeting.

For Summer School classes the percentage of tuition refund follows:

- 100 percent prior to the 3rd class meeting.
- 75 percent prior to the 4th class meeting.
- 50 percent prior to the 5th class meeting.
- 25 percent prior to the 6th class meeting.
- No refund after the 6th class meeting.

All refund percentages are computed from charges to the student, not from the amount paid.

There are no refunds to students dismissed from the College. Advance registration deposits and any other fees are not refundable.

FINANCIAL AID

A. Graduate Assistantships

A limited number of graduate assistantships are available on a competitive basis to graduate students. The assistantships involve designated institutional or programmatic work responsibilities which relate to the student's graduate studies. Graduate assistantships provide full or partial payment of tuition and/or stipends. Written requests for assistantships should be submitted to the individual program director, who can provide specific information regarding available assistantships.

B. Graduate Student Loans

Through the Federal Subsidized Stafford Loan, graduate students enrolled on at least a half-time basis may apply for up to \$8,500 per year. Repayment of both principal and interest is deferred until six months after program completion (or after a student ceases enrollment on at least a half-time basis). Through the Federal Unsubsidized Stafford Loan, up to an additional \$10,000 may be borrowed per year. While repayment of the principal is deferred, quarterly interest only payments are due while the student is enrolled.

Students who have obtained Stafford Loans in the past and have not yet repaid those loans must borrow through their original lender. New borrowers may borrow from the lender of their choice at a variable interest rate. The interest rate as of July 1, 1997, is 7.66%.

C. Federal Nurse Traineeship Monies

Federal nurse traineeship monies may be available for full-time graduate students in Nursing. Please check with the Chairperson, Nursing Department.

D. Veteran's Benefits

College Misericordia is approved by the Veterans Administration for the education and training of veterans and welcomes the opportunity to provide graduate education to veterans of the armed services.

Veterans enrolling at the institution for the first time should notify their local Veterans Administration Office in order to apply for educational benefits. This application should be filed six (6) weeks prior to the beginning of the semester. Students must contact the Registrar's Office to initiate the process.

GRADUATE PROGRAM POLICIES AND PROCEDURES

E. Deferred Payment Plan

College Misericordia provides an option for students to pay tuition, fees and other charges on a deferred payment plan. The plan permits educational costs to be spread over a period of time. The requirements of the plan are as follows:

1. A down payment of twenty (20) percent of the total term/semester charges is required unless other arrangements have been made with the Comptroller's office.
2. Deferments are limited to one term/semester; the unpaid balance must be paid before final examinations that term/semester. Failure to pay charges in full before final exams may result in loss of credit for the term/semester.
3. At the close of each month, the unpaid balance will be charged a one (1) percent finance charge.
4. Students who fail to meet their deferred payment obligations will be dropped from the plan.
5. Participants in the plan must sign and receive a copy of the deferred payment plan.

F. Finance Charge

It is a College policy that any outstanding balances will be charged a one (1) percent finance charge at the close of the second month into the semester and each month thereafter. This policy is waived for students who receive tuition benefits, rehabilitation benefits or Veterans' Education benefits.

G. Tuition Reimbursement Payment Plan

Students whose tuition is reimbursed by their employer must file a letter from their employer annually stating the terms of the benefit. Students may then register and remit the tuition prior to the next registration period.

It is the responsibility of the student, and not the employer's responsibility to ensure that payment is made. Students must keep the original invoice and final grades for employer verification. Duplicate invoices and grade sheets will not be issued.

GRADING SYSTEM

The grade point average is computed by dividing honor points earned by credits attempted according to the following scale:

Grade	Numerical Values	Honor Points per Credit
A	94-100	4
B+	89-93	3.5
B	84-88	3
C+	79-83	2.5
C	74-78	2
F	below 74	0
WP	withdraw passing	Not calculated
*WF	withdraw failing	0
AU	audit	Not calculated
W	withdrawn	Not calculated
IP (see below)	in progress	Not calculated
I (see below)	incomplete	Not calculated
S	satisfactory	Not calculated
U	unsatisfactory	Not calculated

*Equivalent to a failure; computed as an "F".

GRADUATE PROGRAM POLICIES AND PROCEDURES

Incomplete Grades

“I” (Incomplete) grades will be issued only for those courses in which a student has not completed necessary requirements due to some extenuating circumstance.

Should conditions arise that prohibit the student from completing required course assignment(s) by due date, the student must negotiate for a grade of Incomplete with the course professor at least two weeks prior to course deadline. Emergencies may arise which do not allow a two week notice. In that event, the student should contact the Director of Graduate Programs. That office will then inform the instructors involved.

The “I” must be removed within a maximum of one semester, or the “I” becomes an “F.”

“IP” (In Progress) grades will be issued only for Professional Contribution or Thesis courses. The “IP” must be removed within a maximum of one calendar year, or it becomes an “F.”

NOTE: To receive an “I” or “IP” the student must obtain and complete an Incomplete Grade Form from the office of Graduate Registration. The faculty member issuing an “I” or “IP” has the right to determine the length of time for completion within the maximum limits.

STUDENTS WITH DISABILITIES

College Misericordia is committed to offering students with disabilities an opportunity to fully participate in all curricular and extracurricular programs for which they are otherwise qualified.

Students with physical or sensory disabilities may request appropriate and reasonable support from the Director of Graduate Programs. Pending the review of substantiating documentation, appropriate and reasonable support will be offered through the college Learning Center.

Students with disabilities should review the college’s Institutional Testing Requirements in the Admissions section in this catalog.

Students with disabilities who confront access or attitudinal barriers on campus should contact the college’s Director of Graduate Programs.

GRADUATION REQUIREMENTS

To be eligible for a graduate degree from College Misericordia, students must have a cumulative grade point average of 3.0 at the time of graduation, must fulfill all program requirements including the professional contribution as required by the program, must have paid all tuition and fees, and must apply for the graduate degree no later than February 1 of the anticipated year of graduation.

GRIEVANCE PROCEDURES

The College provides a uniform method by which students can pursue grievable issues. Grievable issues are either complaints about alleged violations of the institution’s academic policies, or unfairness in the application of policies. Formal grievances must be filed while a student is matriculating or within three months following the student’s date of graduation.

A student who has a grievance must attempt to resolve it on an informal basis by using the following procedure:

1. The student should first speak to the person with whom the complaint rests.

GRADUATE PROGRAM POLICIES AND PROCEDURES

2. If the matter is not satisfactorily resolved at that level, the student must proceed to the Program Chair of the Department of the Program in which the grievance resides.
3. If the matter is not resolved at that level, the student should proceed to the Division Chair of the Division in which the grievance resides.
4. If the matter is not resolved at that level, the student should proceed to the office of the Director of Graduate Programs, where a formal grievance may be filed.

The procedure for grievance is as follows:

1. The student shall inform the Director of Graduate Programs in writing of her/his intent to seek formal redress through the grievance procedure, indicating the nature of the complaint.
2. Within fourteen (14) calendar days of receipt of the written complaint the Director of Graduate Programs will convene the Academic Grievance Committee.
3. The Academic Grievance Committee is composed of the Director of Graduate Programs, one faculty member and one graduate student appointed by the Director of Graduate Programs.
4. At least seven (7) days in advance of the hearing the Director of Graduate Programs will notify the grievant and the individual charged with the complaint of the time and place of the hearing, the specification of the complaint, and the composition of the committee.
5. The individual charged has the right to be present when charges and evidence are presented to the committee, to question and give evidence on her/his behalf.
6. Committee members may question witnesses to evaluate all relevant facts of a given case. Since the committee meeting is an internal review, all committee meetings shall be private. Witnesses shall be excluded except for the period of their questioning. Persons external to the college shall be excluded.

The report and recommendation of the committee shall be in writing, including the committee's rationale for the decision and including any dissenting opinion. Only those committee members who have heard all testimony and evidence in a given case may vote on the committee's recommendation.

The committee report and recommendations shall be forwarded to the Vice-President of Academic Affairs within ten (10) calendar days of the hearing. The Vice-President of Academic Affairs will make the final determination and formally advise the parties involved.

MAINTENANCE OF MATRICULATION AND LEAVE OF ABSENCE

Once accepted into a program, students must maintain matriculation on a continuing basis until they have completed all degree requirements unless they have been granted a formal leave of absence by the Director of Graduate Programs. Matriculated students not enrolled for at least one course during the Fall and Spring semesters must register to maintain matriculation.

Students who are involved in a culminating activity such as a thesis, a professional contribution, or administrative practicum must maintain their registration in that activity until they have successfully completed it.

Normally students have no more than five (5) years after the date of matriculation to complete degree requirements. Students who seek a leave of absence from their graduate program should submit a letter to the Director of Graduate Programs. The letter must state the reasons for the request and the length of the

GRADUATE PROGRAM POLICIES AND PROCEDURES

leave, if known. To return to the graduate program the student should submit to the Director of Graduate Programs a letter requesting readmission at least six weeks before the start of the semester in which the student wishes to re-enroll.

Cumulative leaves of absence may not exceed two (2) years after matriculation or the student will be dismissed from the program. Normally only one leave of absence will be granted.

NON-MATRICULATION STATUS

Persons who have an undergraduate degree and who are not enrolled in a graduate program may take up to six (6) credits without applying for admission. After successful completion of six (6) credits, matriculation is required to continue enrollment in program courses. However, workshops and seminars sponsored by the graduate programs are open to members of the public who may enroll in the workshops and seminars on an audit basis.

PROGRAM ADVISEMENT

The Director of each graduate program serves as or assigns an academic advisor for all students enrolled in that program. The advisor maintains a student record and advisement folder used to plan a student's program and track progress. However, all official student records are maintained in the Registrar's Office and can be reviewed by students upon 24 hour notice.

Students register for courses with the help of the Program Director. The process of registering for courses requires the completion of a Course Registration Form. The form along with a check for tuition is submitted to the Office of Graduate Registration. Students who use the Deferred Payment Plan must submit a check for 20% of the tuition due and a Deferred Payment Form. Students who utilize employer reimbursement programs are required to submit a letter from their employers annually in August prior to registration.

PROGRAM RETENTION

Any student receiving more than six credits below "B" or more than three credits below "C" will be terminated immediately from the degree program, and may never reenter the same program.

One graduate course may be repeated, if a grade of "F" has been received. This may be done one time only. The second grade shall stand on a student's transcript.

A student whose GPA falls below 3.0 will be placed on probation. This may occur one time only.

PROGRAM WITHDRAWAL

A student who wishes to withdraw from a Graduate Program at College Misericordia must inform the Director of Graduate Programs of the withdrawal in writing. The date the office receives the notification determines final grades for any courses in which the student may be enrolled at the time of withdrawal, as well as any tuition refund which may be warranted.

READMISSION

A student who has withdrawn from a program and wishes to be readmitted to that or any other graduate program is required to submit a request for readmission in writing to the Director of Graduate Programs. Upon receipt of the letter, the Admissions Committee will review the student's credentials and determine whether to readmit the student.

GRADUATE PROGRAM POLICIES AND PROCEDURES

TRANSCRIPTS

Official transcripts may be obtained from the Registrar's Office. There is a five dollar (\$5) fee for each transcript requested.

TRANSFER OF CREDIT

Applicants may transfer up to six (6) graduate credits earned previously in other accredited graduate programs provided the courses were completed with a grade of B or better and are appropriate substitutes for the courses offered in the Misericordia program. In special cases where applicants have already earned a graduate degree, 12 credits from that degree may be applied toward a Misericordia master's degree, provided the course credits are appropriate substitutes. Transfer credits are accepted after evaluation by the Registrar in consultation with the appropriate Program Director, and with the approval of the Director of Graduate Programs.

Matriculating students who have not already transferred credits may, with program approval, take up to six graduate credits off campus from an accredited graduate program. These credits may also be transferred to College Misericordia to meet program requirements. However, in no case may the number of credits transferred into a graduate program at College Misericordia after matriculation exceed six (6).

TUITION AND FEES 1997-98

Tuition (per semester hour of credit)	
Nursing, Occupational Therapy and Physical Therapy	\$ 425.00
Education and Organizational Management	\$ 390.00
Application fee (to accompany all applications)	\$ 20.00
Graduation Fee	\$ 100.00
Matriculation Fee (for each semester during which a master's candidate is not registered for course work)	\$ 75.00
Parking Fines	\$ 5.00
Parking Permit	\$ 5.00
Returned Check Fee (for each check not accepted and returned by the bank)	\$ 15.00
Student I.D. (replacement)	\$ 10.00
Thesis Continuation Fee	\$ 585.00
Transcript Fee	\$ 5.00
Additional Class Specific Fees:	
Laboratory Fee (for students enrolled in the Occupational Therapy and Physical Therapy programs)	\$ 125.00

GRADUATE PROGRAM DESCRIPTIONS

GRADUATE EDUCATION PROGRAM

Philosophy

The Graduate Education Program is interested in attracting experienced and dedicated teachers who wish to become educational leaders. While it is expected that graduates of College Misericordia's Graduate Education Program will be highly valued by their school districts and communities, the program is not designed to help classroom teachers become school administrators or to prepare teachers for roles outside their classrooms. The program respects and values classroom teachers. It hopes to empower these valued professionals and enable them to take the lead in making important educational decisions.

National reports indicate that our society wants classroom teachers to become more involved in the leadership and management of schools and of their profession. Teachers are willing to accept these new responsibilities, they are willing to take the lead in planning, implementing, and evaluating the educational programs needed in our nation's schools. But good intentions are not enough. College Misericordia's Graduate Education Program is designed to help teachers gain the knowledge necessary and develop the skills required to function as leaders.

Program

Cited by the Pennsylvania Department of Education for its "innovative programmatic and curricular design," the Graduate Education Program breaks away from traditional programming. College Misericordia's Graduate Education Program reflects and respects the learning styles and schedules of adult learners.

The Graduate Education Program offers participants a common body of necessary skills and knowledge through a fifteen credit core requirement. It then allows students to pursue an area of interest by taking one of three available sequences. Each includes specialization courses appropriate to the sequence and the opportunity to participate in additional elective courses, as well as independent and directed studies. The program's unique culminating experience asks students to share what they have learned in the program with colleagues.

Students enrolled in College Misericordia's Graduate Program in Education may choose to specialize in one of three areas. All three specialization sequences include the same core requirements (15 credits) and all require a Professional Contribution (6 credits).

General Goals

Graduates of College Misericordia's Graduate Education Programs (i.e., Elementary Education, Educational Technology, and Supervisor of Curriculum and Instruction) will demonstrate the ability to:

1. effectively communicate with various school communities regarding current educational issues and trends and the principles of teaching and learning which make schools effective and efficient.
2. design, organize, and manage system-wide curriculum which prepares students within areas relating to the goals of quality education.

GRADUATE PROGRAM DESCRIPTIONS

3. coordinate district-wide subject area activities, subject area curriculum development.
4. conduct evaluations of curriculum and instruction and use the results of the evaluations to encourage and facilitate curricular and instructional improvements.
5. use an understanding of how learning occurs as the basis for making curricular and instructional decisions which support the intellectual, social, and personal growth of all students.
6. use an understanding of individual and group motivation, instructional practices, and assessment to create school environments which foster effective and efficient curricular and instructional practices and procedures and which enable all students to master curriculum and meet high standards.
7. use the tools of research and inquiry to gather and use information needed to make educational decisions.
8. identify how educational technology can be used to facilitate and improve teaching and learning processes.

Specific Goals

Specific goals for each of the Graduate Education Program's three specialization sequences are available.

Curriculum

The curriculum of the Graduate Education Program requires the completion of five core courses, a specialization track, and a professional contribution.

A. CORE COURSES:

EDU 500	Issues in Education
EDU 504	Curriculum
EDU 510	Learning
EDU	(Technology Elective)
EDU 515	Research Methods

B. SPECIALIZATIONS:

The Specialization in Supervision of Curriculum and Instruction:

Teachers should directly participate in decisions about curriculum and instruction. They should be primarily responsible for activities such as planning, implementing, and evaluating curriculum and instruction. The curriculum track of College Misericordia's Graduate Education Program gives teachers the knowledge and skills they need to deal with curriculum issues. Graduates can function as leaders of local school district curriculum planning teams, site-based management teams, building level management teams, and will be able to otherwise work to improve curriculum in their schools.

Participants in the curriculum track complete the core requirements, several required courses, two electives, and a professional contribution. Additionally, students may opt to participate in a post-graduate internship in supervision.

GRADUATE PROGRAM DESCRIPTIONS

Core		15 credits
EDU 500	Issues in Education	
EDU 504	Curriculum	
EDU 510	Learning	
EDU 515	Research Methods	
EDU	(Technology Elective)	
Required Courses		9 credits
EDU 530	School Law and Finance	
EDU 548	Clinical Supervision	
EDU 557	Instructional Support	
Electives		6 credits
EDU	Elective	
EDU	Elective	
Professional Contribution		6 credits
EDU 565	Staff Development	
EDU 595	Professional Contribution	
	TOTAL	36 credits
Postgraduate Internship (Optional)		6 credits
EDU 559	Supervision Internship	

The Specialization in Educational Technology:

Teachers need to use advanced technology to implement modern curriculum. They do not need to become computer programmers or even software writers, but they do need to know how to use modern technology to plan and deliver instruction. The technology track of College Misericordia's Graduate Education Program gives teachers the knowledge and skills they need to implement technology. Graduates can function as leaders of local school district instructional improvement teams, technology planning committees, site-based management teams, building level management teams, and will be able to otherwise work to improve instruction in their schools by helping their colleagues implement technology. The Specialization meets all of PDE's standards for Supervision of Instruction and Curriculum.

Participants who specialize in educational technology complete the core, five required technology courses, and a professional contribution.

Core		15 credits
EDU 500	Issues in Education	
EDU 504	Curriculum	
EDU 510	Learning	
EDU	(Technology Elective)	
EDU 515	Research Methods	
Required courses		15 credits
EDU 551	Productivity Tools	
EDU 552	Multimedia Based Education	
EDU 555	Advanced Multimedia Design	
EDU 553	Technology and Instructional Design	
EDU 554	Video in the Instructional Process	
Professional Contribution		6 credits
EDU 565	Staff Development	
EDU 595	Professional Contribution	
	TOTAL	36 credits

GRADUATE PROGRAM DESCRIPTIONS

The Specialization in Elementary Education:

Veteran teachers often want to expand their teaching abilities and credentials. Currently certified teachers (e.g., secondary educators) can prepare to teach in elementary classrooms by participating in the Graduate Education Program's specialization in elementary education. In addition to becoming skilled curriculum developers, participants in this track become candidates for certification in elementary education.

The specialization in elementary education is available only to teachers who already have valid PDE instructional certification in another area. The specialization is not designed as a vehicle for initial certification, thus does not deal with the state's General Standards for teachers. It is designed to help currently certified teachers expand their credentials by adding a certification in elementary education. The specialization in elementary education meets all of PDE's Specific Standards for elementary education.

Participants in the specialization in elementary education complete the core, six required courses, and a professional contribution.

Core		15 credits
EDU 500	Issues in Education	
EDU 504	Curriculum	
EDU 510	Learning	
EDU	(Technology Elective)	
EDU 515	Research Methods	
Required Courses		18 credits
EDU 575	Human Development	
EDU 590	Basic Methods in Elementary Education	
EDU 520	Curriculum and Methods in Reading	
EDU 524	Curriculum and Methods in Language Arts	
EDU 525	Curriculum and Methods in Mathematics	
EDU 581	Seminar in Elementary Education	
EDU 582	Observation and Practicum	
Professional Contribution		6 credits
EDU 565	Staff Development	
EDU 595	Professional Contribution	
	TOTAL	39 credits

C. The Culminating Activity:

As a culminating activity, students are required to develop and deliver a professional contribution, a project whereby they try to create curricular change through staff development. They first participate in a three-credit course in staff development during which they develop their projects. During a subsequent semester they formally deliver their projects to a group of colleagues or to a professional group.

EDU 565	Staff Development
EDU 595	Professional Contribution

Course Scheduling and Sequence

The College Misericordia Graduate Education Program utilizes evening and weekend formats throughout the school year and conveniently scheduled workshops and seminars during the school year and during the summer months. Students who enroll on a part-time basis can complete the program in three years. Full-time students can complete the program in two years. They may take up to nine credits during each of the semesters of the school year and up to twelve credits during the summer term.

GRADUATE PROGRAM DESCRIPTIONS

A typical part-time student's schedule is depicted below:

Year One

Fall

EDU 500
Issues in
Education

Spring

EDU 510
Learning

Summer

Electives
or Required
Courses

EDU 504
Curriculum

EDU
Technology
Elective

Electives
or Required
Courses

Year Two

Fall

EDU 515
Research
Methods

Spring

Electives
or Required
Courses

Summer

Electives
or Required
Courses

Year Three

Fall

EDU 565
Staff
Development

Spring

EDU 595
Professional
Contribution

Transfer Students

College Misericordia's Graduate Education Program will allow students to transfer up to six credits from other graduate programs. Students who have earned a Masters Equivalency Certificate from the Pennsylvania Department of Education may transfer up to nine credits. Students who have completed graduate degrees at other institutions may transfer up to twelve credits. All requests for credit transfers must be reviewed and approved by the Director of the Graduate Education Program and must be appropriate substitutes.

GRADUATE PROGRAM DESCRIPTIONS

GRADUATE PROGRAM IN NURSING

Philosophy

The nursing department supports the mission statement and philosophy of the college. The undergraduate nursing program is based on a complementary relationship between liberal arts and professional studies. The approach to education focuses on critical thinking, as well as on the values and attitudes of justice, mercy, service, and hospitality.

Humans are viewed as intellectual, spiritual and creative beings who are in constant interaction with their environments. Human beings have the potential for self-direction based on their developmental level and are characterized by the capacity for emotion, reasoning, and perceiving. The holistic view of humans takes into account the physical structure, mind and spirit of the individual, as well as the environment in which each functions. Humans interact on the basis of respect for each other's worth and dignity.

The environment as experienced by human beings is multidimensional and dynamic. It can be viewed as encompassing biological, physical, psychological, socio-cultural, political and economic forces. Human beings experience the environment as individuals, families, groups, and communities which can be described in terms of micro-systems and macro-systems.

Health is a dynamic sense of wellness which results from a process of making choices over time. A particular sense of wellness is perceived by individuals and is influenced by their self-esteem, inner sense of meaning, and desire to achieve their highest potential.

Nursing is an art, involved in caring, and a science based on its own theory and research. The nursing process guides nursing practice and involves critical thinking as related to the cognitive, affective, and psychomotor domains of knowing. Ethical and legal issues have a strong impact on the practice of nursing. Professional nursing is a vital, effective health service to the community. The faculty believe that professional nursing is committed to making quality health care available and accessible to all, thus reflecting the commitment to mercy, justice, and service. Professional nursing exerts an influence on, and is influenced by several factors that contribute to the complexity of the health care system. These include: the newly developing patterns of providing services, the roles of other members of the health team, scientific and technological advances, research, and social and economic pressures. Leadership in nursing involves directing and managing client care, as well as collaborating with other health care professionals.

Learning is directed toward the development of values and professional role identification. It is lifelong and involves developmental changes. Learning involves critical thinking, which encompasses analysis and synthesis of knowledge. The faculty believe that learning occurs when the student actively participates in the learning process. Students have the responsibility to achieve their highest potential with the assistance of the faculty who act as facilitators. Teaching, therefore, is a collaborative process in which a student assumes progressive responsibility for personal learning.

Undergraduate education in nursing is built on a strong core of general education requirements and is generic in nature. Included within the undergraduate nursing curriculum are liberal arts and the sciences such as nutrition, anatomy and physiology, and developmental psychology, as well as other pure and behavioral sciences. The undergraduate program prepares nurse generalists who are capable of using nursing research, nursing process, and theories in a variety of settings. Students are prepared for graduate study in nursing.

Graduate education enables professional nurses to realize their creative leadership potential and provides opportunities for collaborative functioning with health professionals and others in effecting change in nursing practice and health care. Specialization occurs on the graduate level

GRADUATE PROGRAM DESCRIPTIONS

which provides for in-depth knowledge and experience in specific clinical and functional areas. Advanced knowledge provides the foundation for effective leadership in nursing. Scientific inquiry is an integral part of graduate education in nursing. Such inquiry provides the basis for acquisition of increased competencies in utilization of research and increase knowledge base in the analysis and synthesis of theories related to the practice of nursing. Graduate education provides the foundation for doctoral study in nursing.

Program

The program is designed to develop a core of skills and competencies in the master's candidate. In addition, it provides a flexibility which permits students to pursue their areas of interest. Students meet their individual learning needs through selection and development of concepts and in-depth analysis of populations and communities.

The graduate nursing program at College Misericordia is designed to:

1. provide clinically prepared nurse educators, practitioners, and administrators for leadership positions in nursing education and the health care delivery system;
2. prepare graduates to use the research process to improve nursing practice, nursing education, and contribute to nursing's body of knowledge;
3. prepare graduates to initiate innovative, creative approaches to the emerging needs and demands of society related to the health care delivery system.
4. provide an educational base for graduates to pursue further education and professional development.

Curriculum

The nursing faculty believe that advanced practice nurses are expert clinicians prepared at the master's level. These practitioners are prepared to function as providers and organizers of the health care delivery process, as well as in faculty positions in nursing education or in mid-level administration positions. The primary role of the advanced practice nurse is the clinical role; case management process and educational theories and methods are used to enhance the practitioner's expert base of advanced practice clinical skills and knowledge.

Master's prepared nurses directly assess, make clinical decisions, and manage patients. In addition, their jobs often require them to teach and supervise professional and nonprofessional staff, oversee quality assurance, utilize and perform clinical research, and implement and evaluate programs to promote health. College Misericordia's master's program prepares advanced practice nurses by blending core curriculum courses with the clinical and functional foci necessary to prepare flexible providers who can respond to the comprehensive needs of clients in the 21st century.

The graduate nursing core curriculum courses provide support for clinical and functional roles and focus on such areas as: research; policy, organization and financing of health care; ethics; theoretical foundations of nursing practice; and human diversity and social issues. The advanced practice nursing core builds on the core curriculum and provides students with foundational understanding of professional role development, advanced assessment, pathophysiology and pharmacology. Advanced practice clinical courses incorporate the changing trends in health care that require application of advanced skills and role development. The advanced practice nursing clinical management courses provide for precepted clinical practice that concentrates on health restoration, health maintenance and health promotion; practica courses incorporate recommendations of the ANA's Standards and Scope of Nursing Practice, Healthy People 2000, AACN's Essentials of Master's Education for Advanced Practice Nursing, and NONPF's Curriculum Guidelines and Program Standards for Nurse Practitioner Education. Students who select any of the advance practice options, with the exception of the family nurse practitioner option, also complete course work in education or administration.

GRADUATE PROGRAM DESCRIPTIONS

Three advanced practice options are currently offered by the College Misericordia Nursing Department. They are:

The **Advanced Practice Nursing: Adult Option** which provides students with the necessary skills to manage episodic and chronic health care problems of adults in acute care, ambulatory care, HMOs, long-term care, and home care settings. Students who complete this course of study qualify to take the examination for certification by the American Nurses' Credentialing Center (ANCC) as a Clinical Nurse Specialist in Medical-Surgical Nursing.

The **Advanced Practice Nursing: Women and Children Option** which gives students the opportunity to develop advanced skills in the delivery of health care to women and children in a variety of inpatient and outpatient settings. The focus of this course of study is the clinical management of common health problems of women and children, as well as stable chronic illnesses. Graduates are prepared to work in school-based clinics, well-child and prenatal clinics, inpatient obstetrical and pediatric units, ambulatory care, and other community agencies serving women and children. Students who complete this course of study may seek certification through the Association of Women's Health, Obstetric and Neonatal Nursing's (AWHONN) examinations in the areas of Ambulatory Women's Health, Maternal Newborn Nursing, and Low-Risk Neonatal Nursing.

The **Family Nurse Practitioner Option** prepares students to function as principal providers of primary health care to families and individuals across the life span. The focus of this course of study is on the primary care management of episodic and stable, chronic health problems of adults, women and children. Graduates are licensed as Certified Registered Nurse Practitioners (CRNP) and qualify to sit for Family Nurse Practitioner certification examinations offered by the ANCC and the American Academy of Nurse Practitioners.

The **Advanced Practice Nursing Adult and the Women and Children Options** are available in either part-time or full-time study. Students who elect to complete these options in part-time study must complete all requirements within 5 years. The **Family Nurse Practitioner Option** is available in either a full-time or part-time/full-time option. The part-time/full-time option must be completed in three years.

Structure of the Advanced Practice Nursing Curriculum

All students, regardless of the selected clinical specialization, are required to complete the graduate nursing core (9 credits) and the advanced practice nursing core (9 credits).

Graduate Nursing Core — 9 credits

NSG 512	Concepts and Theories in Nursing	3 credits
NSG 515	Research Methods	3 credits
NSG 555	Legal, Ethical, and Public Policy Issues in Health Care	3 credits

Advanced Practice Nursing Core — 9 credits

NSG 514	Foundations of Advanced Practice Nursing	3 credits
NSG 551	Advanced Pharmacology	3 credits
NSG 552	Pathophysiology for Advanced Practice Nursing	3 credits

All students are also required to complete the clinical specialization courses in their selected area:

Clinical Specialization: Adult Health — 8 credits

NSG 557	Health Care of Adults with Health Promotion Needs and Episodic Health Problems	2 credits
NSG 576	Clinical Management of Adults with Health Promotion Needs and Episodic Health Problems	2 credits
NSG 562	Health Care of Adults with Chronic Health Needs and Problems	2 credits
NSG 577	Clinical Management of Adults with Chronic Health Needs and Problems	2 credits

GRADUATE PROGRAM DESCRIPTIONS

Clinical Specialization: Women and Children — 10 credits

NSG 559	Health Care of Women	3 credits
NSG 578	Clinical Management of Women with Health Promotion Needs and Health Problems	2 credits
NSG 565	Health Care of Children	3 credits
NSG 579	Clinical Management of Children with Health Promotion Needs and Health Problems	2 credits

Clinical Specialization: Family Nurse Practitioner — 21 credits

NSG 554	Diagnostic Reasoning and Therapeutic Interventions for Primary Care Nursing	3 credits
NSG 565	Health Care of Children	3 credits
NSG 556	Primary Care Management of Children with Health Promotion Needs and Health Problems	2 credits
NSG 557	Health Care of Adults with Health Promotion Needs and Episodic Health Problems	2 credits
NSG 558	Primary Care Management of Adults with Health Promotion Needs and Episodic Health Problems	2 credits
NSG 559	Health Care of Women	3 credits
NSG 561	Primary Care Management of Women's Health	2 credits
NSG 562	Health Care of Adults with Chronic Health Needs and Problems	2 credits
NSG 563	Primary Care Management of Adults with Chronic Health Needs and Problems	2 credits

All students are required to complete 3-6 credits in synthesis course work, depending on the selected clinical specialization.

Synthesis — 3-6 credits

NSG 599	Graduate Nursing Synthesis Seminar	3 credits
	or	
NSG 564	Family Nurse Practitioner Preceptorship	6 credits

All students who have **not** selected the Family Nurse Practitioner Option are required to complete 9 credits in functional specialization in the areas of nursing administration **or** nursing education.

Functional Specialization — 9 credits

Nursing Administration

OM 510	Financial Management I	3 credits
NSG 525	Introduction to Nursing Administration	3 credits
NSG 545	Nursing Administration Practicum	3 credits
	or	

Nursing Education

NSG 504	Curriculum Design	3 credits
NSG 505	Teaching/Learning Strategies	3 credits
NSG 535	Nursing Education Practicum	3 credits

All graduate nursing students must have evidence of the following on file **before** beginning clinical experiences: CPR certification, Health Clearance, Professional Liability Insurance.

The following are sample course sequences for each of the advanced practice options.

Sample Full-Time Course Sequence

Advanced Practice Nursing: Adult

<u>Semester 1</u>			<u>Semester 2</u>		
NSG 551	Advanced Pharmacology	3	NSG 512	Concepts & Theories	3
NSG 552	Pathophysiology	3		Functional Area Course*	3
NSG 514	Foundations of APN	3	NSG 557	Episodic Adult	2
	Functional Area Course*	3	NSG 576	Clin. Mgmt. Episodic	2
		12			10
<u>Semester 3</u>			<u>Semester 4</u>		
NSG 515	Research Methods	3	NSG 555	Legal, Ethical, Pub Pol.	3
NSG 562	Chronic Adult	2		Functional Practicum**	3
NSG 577	Clin Mgmt Chronic	2	NSG 599	Synthesis	3
		7			9

TOTAL CREDITS: 38

*Functional area courses include: OM 510 & NSG 525, or NSG 504 & NSG 505

**Functional practicum courses include: NSG 535 or NSG 545

GRADUATE PROGRAM DESCRIPTIONS

Sample Full-Time Course Sequence Advanced Practice Nursing: Women and Children

<u>Semester 1</u>			<u>Semester 2</u>		
NSG 551	Advanced Pharmacology	3	NSG 512	Concepts & Theories	3
NSG 552	Pathophysiology	3		Functional Area Course*	3
NSG 514	Foundations of APN	<u>3</u>	NSG 565	Health Care of Child.	3
		9	NSG 579	Clin. Mgmt. Children	<u>2</u>
					11
<u>Semester 3</u>			<u>Semester 4</u>		
NSG 515	Research Methods	3	NSG 555	Legal, Ethical, Pub. Pol.	3
NSG 559	Health Care of Women	3		Functional Practicum**	3
NSG 578	Clin. Mgmt. Women	2	NSG 599	Synthesis	<u>3</u>
	Functional Area Course*	<u>3</u>			9
		11			

TOTAL CREDITS: 40

*Functional area courses include: OM 510 & NSG 525; or NSG 504 & NSG 505

**Functional practicum courses include: NSG 535 or NSG 545

Sample Full-Time Course Sequence Family Nurse Practitioner Option

<u>Semester 1</u>			<u>Semester 2</u>		
NSG 551	Advanced Pharmacology	3	NSG 512	Concepts & Theories	3
NSG 552	Pathophysiology	3	NSG 557	Episodic Adult	2
NSG 514	Foundations of APN	3	NSG 558	Prim. Care Mgmt. Epi. Adlt.	2
NSG 554	Diagnostic Reasoning	<u>3</u>	NSG 565	Health Care of Child.	3
		12	NSG 556	Prim. Care Mgmt. Child.	<u>2</u>
					12
<u>Semester 3</u>			<u>Semester 4</u>		
NSG 515	Research Methods	3	NSG 555	Legal, Ethical, Pub. Pol.	3
NSG 559	Health Care of Women	3	NSG 564	FNP Preceptorship	<u>6</u>
NSG 561	Prim. Care Mgmt. Women	2			9
NSG 562	Chronic Adult	2			
NSG 563	Prim. Care Mgmt. Chron. Adlt.	<u>2</u>			
		12			

TOTAL CREDITS: 45

Sample Part-Time/Full-Time Course Sequence Family Nurse Practitioner Option

<u>Semester 1</u>			<u>Semester 2</u>		
NSG 552	Pathophysiology	3	NSG 555	Legal, Ethical, Pub. Pol.	3
NSG 512	Concepts & Theories	<u>3</u>	NSG 515	Research Methods	<u>3</u>
		6			6
<u>Semester 3</u>			<u>Semester 4</u>		
NSG 551	Advanced Pharmacology	3	NSG 557	Episodic Adult	2
NSG 514	Foundations of APN	3	NSG 558	Prim. Care Mgmt. Epi. Adlt.	2
NSG 554	Diagnostic Reasoning	<u>3</u>	NSG 565	Health Care of Child.	3
		9	NSG 556	Prim. Care Mgmt. Child.	<u>2</u>
					9
<u>Semester 5</u>			<u>Semester 6</u>		
NSG 559	Health of Women	3	NSG 564	FNP Preceptorship	<u>6</u>
NSG 561	Clin. Mgmt. Pri. Women	2			6
NSG 562	Chronic Adult	2			
NSG 563	Prim. Care Mgmt. Chron. Adlt.	<u>2</u>			
		9			

TOTAL CREDITS: 45

GRADUATE PROGRAM DESCRIPTIONS

Special Programs

POST-MASTER'S FAMILY NURSE PRACTITIONER CERTIFICATION PROGRAM

The Family Nurse Practitioner Post-Master's Certificate program is designed to facilitate the integration of advanced theories and concepts into advanced nursing practice in primary care. This program prepares nurse practitioners to function as principal providers of primary health care and to assume responsibility for promoting, maintaining, and restoring health of individuals and families.

The program is offered on a full-time or part-time/full-time basis. It consists of **36 credits** of family nurse practitioner clinical specialization courses (21 credits), advanced practice nursing core courses (9 credits), and synthesis (6 credits). The following is a sample schematic of the course sequence for this option.

Sample Full-Time Course Sequence Post-Master's Certificate Option

<u>Semester 1</u>			<u>Semester 2</u>		
NSG 551	Advanced Pharmacology	3	NSG 565	Health Care Child.	3
NSG 552	Pathophysiology	3	NSG 556	Prim. Care Mgmt. Child.	2
NSG 514	Foundations of APN	3	NSG 557	Episodic Adult	2
NSG 554	Diagnostic Reasoning	<u>3</u>	NSG 558	Prim. Care Mgmt. Epi. Adlt.	<u>2</u>
		12			9
<u>Semester 3</u>			<u>Semester 4</u>		
NSG 559	Health Care Women	3	NSG 564	FNP Preceptorship	<u>6</u>
NSG 561	Prim. Care Mgmt. Women	2			6
NSG 562	Chronic Adult	2			
NSG 563	Prim. Care Mgmt. Chr. Adlt.	<u>2</u>			
		9			

The RN to MSN Option

The Nursing Department at College Misericordia has a tradition of leadership in nursing and sensitivity to changes in the nursing profession and health care. In response to the identified national need for a sufficient supply of expert clinicians for primary care in ambulatory and community settings and the profession's call for flexibility in the development of new initiatives and programs, the department offers an alternative educational format for practicing registered nurses who wish to advance their educational base and/or who seek re-tooling for the health care marketplace of the 21st century.

This innovative curriculum gives Registered Nurse students who do not hold a bachelor's degree in nursing, but who have graduated from NLN accredited diploma or associate's degree programs and have remained in clinical practice, the opportunity to earn both the bachelor's and master's degree upon graduation.

Applicants who meet admission requirements complete course work in the core requirements of the College, in cognates, and in upper level undergraduate nursing courses, in addition to selecting an advanced practice clinical specialization from those offered in the master's curriculum. Students complete a combination of undergraduate and graduate courses in a sequence that allows them to "bridge" to the MSN program without first earning a Bachelor of Science in Nursing.

Students who are accepted into the RN to MSN program must meet all progression criteria for graduate programs as specified in this catalog.

At least one year prior to beginning the advanced practice clinical specialization course work, the student must choose one of the following specialties: Advanced Practice Nursing: Adult; Advanced Practice Nursing: Women and Children; or Family Nurse Practitioner. Course work can

GRADUATE PROGRAM DESCRIPTIONS

be completed in either full-time, part-time, or part-time/full-time study, depending on the clinical specialization that is selected at the master's level.

Applicants may wish to review the description of the undergraduate courses in the College's Undergraduate Catalog and the section on the curriculum for the graduate program in nursing in the Graduate Catalog for information on course requirements and sequences. The following sample course sequences are provided as a guide and are only suggested formats.

Sample Course Sequence: RN to MSN¹ Advanced Practice Nursing: Adult

<u>Semester 1</u>			<u>Semester 2</u>		
	Natural Science Core	3	ENG	Literature Core Elective	3
PSY 123	Intro Psychology	3	PHL	Philosophy Core Elective	3
ENG 103	Composition	3	NSG 396	Bacc. Nsg. Concepts I	5
FA 201	Civ. Through Art	3	F&N 241	Fund. Nutrition	<u>3</u>
SOC 110	Anthropology	<u>3</u>			14
		15			
<u>Semester 3</u>			<u>Semester 4</u>		
NSG 552	Pathophysiology	3	NSG 462	Clin. App. Adv. Nsg. II*	4
HIS	Core Elective	3	NSG 512	Concepts & Theories	3
MTH 115	Statistics	3	POL 100	Am. Natl. Government	3
NSG 457	Bacc. Nsg. Concepts II	<u>4</u>	NSG 555	Legal, Ethical, Pub. Pol.	<u>3</u>
		13			13
			*Advanced Placement Credits		
					32
<u>Semester 5</u>			<u>Semester 6</u>		
NSG 551	Advanced Pharmacology	3		Free Elective (AD only)	3
	Functional Area Course	3		Functional Area Course	3
NSG 514	Foundations of APN	<u>3</u>	NSG 557	Episodic Adult	2
		9	NSG 558	Clin. Mgt. Episodic Adult	<u>2</u>
					10
<u>Semester 7</u>			<u>Semester 8</u>		
NSG 515	Research Methods	3		Functional Practicum	3
NSG 562	Chronic Adult	2	NSG 599	Graduate Synthesis	3
NSG 563	Clin. Mgt. Chronic Adult	<u>2</u>	RLS	Religion Core Elect.	<u>3</u>
		7			9

¹Graduates of diploma programs must also complete 21 additional credits in the core. These include the following:
Natural Science Core (3); ENG 209 (3);
FA 202 (3); HIS Core (3); MTH 120 (3);
PHL 101 (3); RLS Core (3)

²Total undergraduate for diploma graduates= 102
Total credits for diploma graduates = 140

³TOTAL CREDITS: 122
Undergraduate 84
Graduate 38

GRADUATE PROGRAM DESCRIPTIONS

Sample Course Sequence: RN to MSN¹ Advanced Practice Nursing: Women & Children

<u>Semester 1</u>			<u>Semester 2</u>		
	Natural Science Core	3	ENG	Literature Core Elective	3
PSY 123	Intro Psychology	3	PHL	Philosophy Core Elective	3
ENG 103	Composition	3	NSG 396	Bacc. Nsg. Concepts I	5
FA 201	Civ. Through Art	3	F&N 241	Fund. Nutrition	<u>3</u>
SOC 110	Anthropology	<u>3</u>			14
		15			
<u>Semester 3</u>			<u>Semester 4</u>		
NSG 552	Pathophysiology	3	NSG 462	Clin. App. Adv. Nsg. II*	4
HIS	Core Elective	3	NSG 512	Concepts & Theories	3
MTH 115	Statistics	3	POL 100	Am. Natl. Government	3
NSG 457	Bacc. Nsg. Concepts II	<u>4</u>	NSG 555	Legal, Ethical, Pub. Pol.	<u>3</u>
		13			13
				*Advanced Placement Credits	32
<u>Semester 5</u>			<u>Semester 6</u>		
NSG 551	Advanced Pharmacology	3		Free Elective (AD only)	3
	Functional Area Course	3		Functional Area Course	3
NSG 514	Foundations of APN	<u>3</u>	NSG 565	Health Care of Child.	3
		9	NSG 579	Clin. Mgt. Child	<u>2</u>
					11
<u>Semester 7</u>			<u>Semester 8</u>		
NSG 515	Research Methods	3		Functional Practicum	3
NSG 559	Health Care Women	3	NSG 599	Graduate Synthesis	3
NSG 578	Clin. Mgt. Women	<u>2</u>	RLS	Religion Core Elect.	<u>3</u>
		8			9

¹Graduates of diploma programs must also complete 21 additional credits in the core.

These include the following:

Natural Science Core (3); ENG 209 (3);
FA 202 (3); HIS Core (3); MTH 120 (3);
PHL 101 (3); RLS Core (3)

Total undergraduate for diploma graduates= 102

Total credits for diploma graduates = 142

²TOTAL CREDITS: 124
Undergraduate 84
Graduate 40

GRADUATE PROGRAM DESCRIPTIONS

Sample Course Sequence: RN to MSN¹ Family Nurse Practitioner

Semester 1			Semester 2		
	Natural Science Core	3	ENG	Literature Core Elective	3
PSY 123	Intro Psychology	3	PHL	Philosophy Core Elective	3
ENG 103	Composition	3	NSG 396	Bacc. Nsg. Concepts I	5
FA 201	Civ. Through Art	3	F&N 241	Fund. Nutrition	<u>3</u>
SOC 110	Anthropology	<u>3</u>			14
		15			
Semester 3			Semester 4		
NSG 552	Pathophysiology	3	NSG 462	Clin. App. Adv. Nsg. II*	4
HIS	Core Elective	3	NSG 512	Concepts & Theories	3
MTH 115	Statistics	3	POL 100	Am. Natl. Government	3
NSG 457	Bacc. Nsg. Concepts II	<u>4</u>	NSG 555	Legal, Ethical, Pub. Pol.	<u>3</u>
		13			13
				*Advanced Placement Credits	32
Semester 5			Semester 6		
NSG 551	Advanced Pharmacology	3	NSG 565	Health Care of Child.	3
NSG 515	Research Methods	3	NSG 556	Prim. Care Mgmt. Child	2
NSG 514	Foundations of APN	3	NSG 557	Episodic Adult	2
NSG 554	Diagnostic Reasoning	<u>3</u>	NSG 558	Prim. Care Mgmt. Epi. Adlt.	<u>2</u>
		12			9
Semester 7			Semester 8		
NSG 559	Health Care Women	3	NSG 564	FNP Preceptorship	6
NSG 561	Prim. Care Mgmt. Women	2	RLS	Religion Core Elect.	<u>3</u>
NSG 562	Chronic Adult	2			9
NSG 563	Prim. Care Mgmt. Chr. Adlt.	<u>2</u>			
		9			

¹Graduates of diploma programs must also complete 21 additional credits in the core.

These include the following:

Natural Science Core (3); ENG 209 (3);
FA 202 (3); HIS Core (3); MTH 120 (3);
PHL 101 (3); RLS Core (3)

²Total credits for diploma graduates = 147

³TOTAL CREDITS: 126
Undergraduate 81
Graduate 45

GRADUATE PROGRAM DESCRIPTIONS

PROFESSIONAL ENTRY LEVEL MASTER OF SCIENCE DEGREE IN OCCUPATIONAL THERAPY

The Occupational Therapy Program has a proud tradition of producing highly qualified and technically proficient occupational therapy practitioners over the past fifteen years. The College offers two alternatives to an entry level Master of Science degree in Occupational Therapy. The traditional track consists of five years of undergraduate and graduate course work. Students are awarded a Bachelor's degree in General Studies or Psychology and a Master of Science degree in Occupational Therapy. An alternative program offers the curriculum over a 3 year period with students attending classes on alternating weekends. At the end of 3 years students are awarded a Master of Science degree in Occupational Therapy. Students accepted into the Program engage in an educational process that prepares them to become entry level occupational therapy practitioners. The program instills an understanding of the skills of scientific inquiry and critical reasoning. The curriculum has been designed to create an educational experience to prepare students to meet and exceed the demands of the entry level practitioner.

Students who are applying for the traditional program should refer to the undergraduate catalog for a description of admission policies.

The weekend college Occupational Therapy Program is specifically designed for students with a Baccalaureate degree in another discipline or Certified Occupational Therapy Assistants. Students applying to the weekend college program should refer to page 9 for admission requirements. Graduates are eligible to sit for the National Board for Certification on Occupational Therapy (NBCOT) examination. Most states, including Pennsylvania, require state licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Upon credentialing, occupational therapists are readily employed in clinics, hospitals, home health agencies, rehabilitation centers, schools, nursing homes, pediatric facilities, private practice, industrial centers and government agencies.

Philosophy

The Occupational Therapy Program supports the mission statement and philosophy of the College. The professional studies of the occupational therapy program are interwoven with a liberal arts foundation to provide students with a broad range of intellectual skills. The curriculum is built on the following tenets and assumptions regarding human beings, occupational therapy and education. The human being is a holistic, dynamic person that possesses an occupational nature. The holistic aspects of the human being consists of biological psychological and socio-cultural dimensions. The holistic nature of each human being is unique and individualized. This unique individual functions as an open system which interacts in a dynamic fashion with the environment. The continuous interaction provides the individual with the opportunity to grow, develop, change, and adapt. The growth process is facilitated by the occupational nature of human beings and is evident in the interactions with the environment that are self-initiated and goal-directed. These interactions, or occupations, can be categorized into the performance areas of self maintenance, work/productivity and play/leisure.

Occupational Therapy is based on the belief that occupations may be used to promote wellness and remediate dysfunction. Occupations have the ability to be graded and be used therapeutically to promote adaptation which enables individuals to attain the highest level of performance in a variety of roles and settings. The process of occupational therapy integrates the application of critical reasoning skills with evaluation, treatment planning, and intervention.

GRADUATE PROGRAM DESCRIPTIONS

At the end of the Occupational Therapy Program, graduates should be able to (1) establish a therapeutic relationship and maintain rapport with clients, (2) evaluate clients using interview, observation, and testing, (3) identify problems appropriate for occupational therapy treatment and plan treatment within an identified frame of reference, (4) effectively and efficiently implement client treatment, (5) supervise the implementation of client treatment (e.g., COTA, OT, Aide, OTS), (6) manage the treatment setting, (7) consult and participate in health care planning, and (8) identify, implement, write and critique research relevant to occupational therapy theory and practice.

Policies

In addition to the general policies of College Misericordia, the following regulations apply to Occupational Therapy Students.

Fieldwork

Fieldwork placements are an integral part of the Occupational Therapy curriculum. The Program has a Fieldwork Coordinator who will assist in the arrangement of all fieldwork placements. Students will meet with the Coordinator to arrange the placement. Students are responsible for all living and transportation costs associated with fieldwork placement.

Physical Examinations

Students are required to fulfill all health and security requirements of fieldwork facilities prior to fieldwork placement and are required to demonstrate proof of health insurance coverage. Further details about health requirements at a specific fieldwork site can be obtained from the Fieldwork Coordinator.

Related Expenses

Additional expenses for occupational therapy students normally include lab fees, uniforms, name pins, school patches, and a certification examination fee. As part of professional development, students are **expected** to become members of the American Occupational Therapy Association and **encouraged** to become members of the Pennsylvania Occupational Therapy Association (each Association has reduced student rates; the Occupational Therapy Office has details). Attendance at local and regional conferences is encouraged as students continue their lifelong commitment to learning.

Retention and Dismissal

As per the graduate catalog, to advance within the professional program, students must maintain a 3.0 GPA in their graduate courses. No more than two grades of "C+" or "C" will be permitted in courses at the 500 and 600 level. Grades of "D" or below are considered failing grades within the professional program at the graduate level. Students are also required to meet other retention criteria as specified by the Department of Occupational Therapy for any undergraduate level (100 to 400 level) courses taken. Student should refer to the program guide for details.

GRADUATE PROGRAM DESCRIPTIONS

OCCUPATIONAL THERAPY PROFESSIONAL CURRICULUM

SEQUENCE OF REQUIRED COURSES

Traditional Program

Freshman Year

Fall			Spring		
PHY 107	Intro. to Physics I	3	PHY 108	Intro. to Physics	3
ENG 103	English Composition (Core)	3	SOC 110	Anthropology (Core)	3
MTH	Math Bank I (Core)	3	MTH 115	Statistics (Math Bank II Core)	3
PSY 123	Intro. to Psychology (Core)	3	POL 100	Amer. Nat'l. Gov. (Core)	3
HIS	(Core)	3	HIS	(Core)	3
HP 100	Intro. to Health Sciences	2	OT 103	Intro. to Prof. Beh. in OT	2
OR			OR		
OT 103	Intro. to Prof. Beh. in OT	<u>2</u>	HP 100	Intro. to Health Sciences	<u>2</u>
		17			17

Sophomore Year

Fall			Spring		
BIO 211	Anatomy & Physiology I	4	BIO 212	Anatomy & Physiology II	4
OT 220	Dimen. Hum. Perf. I	3	OT 221	Dimen. Hum. Perf. II	3
OT 205	Occ. Behaviors I	4	OT 275	Occup. Behaviors II	4
OT 230	Interpersonal Processes	3	OT 290	Cond. Affecting Human Systems	3
FA 201	Civilization Thru Art I	<u>3</u>	FA 202	Civilization Thru Art II	<u>3</u>
		17			17

Junior Year

Fall			Spring		
OT310	Applied Functional Anatomy	4	OT 308	Neuroscience	4
OT 710	Anatomy Lab	0	OT 708	Neuro Lab	0
OT 300	Critical Reasoning	3	OT 422	OT Intervention Series I	3
OT 330	Conceptual Foundations	3	OT 722	Interventions Lab I	0
ENG 209	Approaches to Literature	3	OT 522	Interventions Seminar I	2
PSY 430	Abnormal Psychology	<u>3</u>	OT 335	Env. Dimen. of Hum. Perf.	3
		16	ENG	Literature (Core)	<u>3</u>
					15

Senior Year

Fall			Spring		
OT 423	Intervention Series II	3	OT 424	Intervention Series III	3
OT 723	Interventions Lab II	0	OT 724	Interventions Lab III	0
OT 523	Interventions Seminar II	2	OT 524	Interventions Seminar III	2
OT 515	Research in OT	3	OT 570	Management and Supervision	3
PHL 100	Self Images	3	OT 690	Research Project I	3
RLS	(Core)	<u>3</u>	PHL or RLS (Core)		<u>3</u>
		14			14

Graduate Summer Semester

OT 601	Level II Fieldwork	<u>6</u>
		6

Graduate Year

Fall			Spring		
OT 602	Level II Fieldwork	<u>6</u>	OT 620	Advanced Theory Analysis	3
		6	OT 630	Issues and Trends	3
			OT 695	Research Project II	3
			RLS or PHL (Core)		<u>3</u>
					12

GRADUATE PROGRAM DESCRIPTIONS

OCCUPATIONAL THERAPY PROFESSIONAL CURRICULUM

SEQUENCE OF REQUIRED COURSES Weekend Program

Year 1								
Fall			Spring			Summer		
OT 103	Intro. to Prof. Beh. in OT	2	OT 221	Dimen. in Hum. Perf. II	3	OT 310	Funct. Anatomy	4
OT 220	Dimensions in Human Perf.	3	OT 290	Cond. Affecting Hum. Sys.	3	OT 710	Anatomy Lab	0
OT 230	Interpersonal Processes	3	OT 205	Occupational Behaviors I	4	OT 275	Occ. Beh. II	4
	Core or Elective	<u>3</u>		Core or Elective	<u>3</u>		Core or Elective	<u>3</u>
		11			13			11
Year 2								
Fall			Spring			Summer		
OT 300	Critical Reasoning	3	OT 335	Environ. Dimensions in OT	3	OT 423	Interven. II Lecture	3
OT 308	Neuroscience	4	OT 422	Interven. I Lecture	3	OT 523	Interven. II Seminar	2
OT 708	Neuro Lab	0	OT 523	Interven. I Seminar	2	OT 723	Interven. II Lab	0
OT 330	Conceptual Foundations	<u>3</u>	OT 723	Inteven. I Lab	0	OT 515	Research in OT	3
		10		Core or Elective	<u>3</u>		Core or Elective	<u>3</u>
					11			11
Year 3								
Fall			Spring			Summer		
OT 424	Interven. III Lecture	3	OT 601	Level II Fieldwork	6	OT 602	Level II Fieldwork	6
OT 524	Interven. III Seminar	2	OT 620	Adv. Analysis of OT	3	OT 630	Issues & Trends	3
OT 724	Interven. III Lab	0		Theory & Practice Models	<u>0</u>	OT 695	Applied Res. Project II	<u>3</u>
OT 570	Mgmt. & Supervision	3			9			12
OT 690	Applied Res. Project I	<u>3</u>						
		11						

Second degree students and COTA students must complete the following prerequisite (cognate) classes before enrolling in an OT course. These classes are:

BIO 211/212	Anatomy & Physiology I & II	8
MTH 115*	Statistics	3
PSY 430	Abnormal Psychology	3
PHY 107*	Intro to Physics (with lab)	3-4

**also a core requirement*

In addition to OT course work, second degree students must complete 12 credits of electives at College Misericordia. COTA students must complete one course from each of the core areas identified in the catalog. Credit toward electives may be given for prerequisite classes taken at College Misericordia. Prior to initiating OT course work, it is highly recommended that at least 5 core classes be completed. The schedules allows for 6 time slots to enroll in core or elective classes while taking OT classes

GRADUATE PROGRAM DESCRIPTIONS

GRADUATE PROGRAM IN ORGANIZATIONAL MANAGEMENT

Philosophy	College Misericordia's Master of Science degree in Organizational Management educates individuals for successful careers as managers in for-profit and not-for-profit organizations in both public and private spheres. The program reflects a management perspective which assumes that the professional manager is able to analyze problems, synthesize solutions, communicate decisions and understand the organizational impact of those decisions.
Program	The program prepares students for responsible organizational leadership. Faculty encourages students to think deeply and broadly from a systems viewpoint about the roles, functions and tasks of a manager and to develop and use a variety of management skills and prescriptions in organizational environments. The program stresses not only management theory, but the appreciation of that theory in various managerial situations.
Curriculum	The program consists of thirty-six (36) credit hours of study which can be completed on a part-time basis. Students must complete a core curriculum of twenty-one (21) credits and a specialization area of twelve (12) credits. The areas of opportunity for specialization are: Human Resource Management, Management and Not-for-Profit Management. The program culminates in a required three-credit (3) practicum or professional contribution which synthesizes the skills and content presented through academic course work.
Specializations	The program offers an opportunity for students to concentrate their elective courses in one of three areas of special interest: Human Resource Management, Management and Not-for-Profit Management.
Human Resource Management Specialization	Clearly a need exists for the development of professional competencies and skills in the area of Human Resource Management, which deals with issues, such as selection, compensation, motivation and development, that are related to the people side of the organization. The program provides opportunities to develop skills and a knowledge base necessary to exert effective leadership in the management of human resources in a variety of organizational settings including corporations, health and health-related facilities, local, regional and state governments, and other complex organizations.
Management Specialization	The Management specialization provides the student with opportunities to acquire and practice the functions of management and to understand the characteristics of leadership, particularly within for-profit, private and publicly-traded corporations, companies and businesses.
Not-for-profit Management Specialization	Management of not-for-profit organizations offers unique challenges and opportunities not experienced in for-profit firms. The Not-for-profit Management specialization addresses these needs and provides experiences that are often encountered in not-for-profit firms, both public and private.

GRADUATE PROGRAM DESCRIPTIONS

A. Core curriculum (24 Credits)

OM 500	Organizational Behavior
OM 509	Financial Management
OM 515	Research Methods
	Or
OM 516	Qualitative Research
OM 530	Legal Aspects of Administration
OM 545	Introduction to Human Resources
OM 551	Organizational Communications
OM 586	Strategic Planning and Management of Change
OM 595	Professional Contribution
	Or
OM 596	Administrative Practicum

B. Track I Human Resources Management (12 Credits)

OM 552	Regulation of Human Resource Management Elective
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Choose any two:

OM 527	Selection, Recruitment, and Training and Development
OM 553	Fundamentals of Employment Benefit Planning
OM 557	Performance, Compensation and Reward Systems
OM 558	Employee Relations and Services

C. Track II Management (12 Credits)

OM 538	Perspectives in Management Elective
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Choose any two:

OM 520	Introduction to Management Information Systems
OM 533	Managing Customer Satisfaction
OM 535	Leadership
OM 536	Marketing Management

D. Track III Not-for-profit Management (12 Credits)

OM 538	Perspectives in Management Elective
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Choose any two:

OM 540	Grant/Contract Development and Management
OM 542	Fund Raising: Theory and Application
OM 543	Assessment in the Not-for-profit Sector
OM 553	Fundamentals of Employee Benefits Planning

GRADUATE PROGRAM DESCRIPTIONS

Certificate

The program offers a 15-credit Certificate in Human Resource Management to those individuals who are interested in the field of Human Resources but do not wish to pursue the degree. Course requirements for entering and completing the Certificate program include:

1. possession of a baccalaureate degree from an accredited college or university in a field compatible with the area of advanced study;
2. completion of the following designated courses: OM 500, OM 545, OM 552;
3. completion of six (6) additional credits from the Human Resource Management specialization.

Second Specialization

Graduates of the Organizational Management Program can return to the college to complete a second specialization by taking the required courses within the specialization area at a reduced tuition rate. Those interested must contact the graduate admission office.

Course Scheduling and Sequence

Option I: Three -year Sequence (6 credits for 6 semesters)

Year	Semester	Courses	
One	Fall	OM 500	Organizational Behavior
		OM 509	Financial Management
	Spring	OM 530	Legal Aspects of Administration
		OM 545	Introduction to Human Resources
Two	Fall	OM 551	Organizational Communications Specialization Area
		OM 586	Strategic Planning and Management of Change Specialization Area
Three	Fall	OM 515	Research Methods OR
		OM 516	Qualitative Research Specialization Area
	Spring	OM 595	Professional Contribution OR
		OM 596	Administrative Practicum Specialization Area

Course Scheduling and Sequence

Option II: Two-year Sequence (9 credits for 4 semesters)

Year	Semester	Courses	
One	Fall	OM 500	Organizational Behavior
		OM 509	Financial Management
		OM 545	Introduction to Human Resources
	Spring	OM 551	Organizational Communications
		OM 586	Strategic Planning and Management of Change Specialization Area
Two	Fall	OM 515	Research Methods OR
		OM 516	Qualitative Research Specialization Area
		OM 530	Legal Aspects of Administration Specialization Area
	Spring	OM 595	Professional Contribution OR
		OM 596	Administrative Practicum Specialization Area

GRADUATE PROGRAM DESCRIPTIONS

POSTBACCALAUREATE ENTRY-LEVEL PROGRAM IN PHYSICAL THERAPY MASTER OF SCIENCE IN PHYSICAL THERAPY

College Misericordia's program in Physical Therapy is a five-year, entry level master's degree program with admission in the freshman year. Students admitted as freshmen or undergraduate transfers who successfully complete all major and college requirements will be awarded a Bachelor of Science degree in General Studies in addition to an M.S. in Physical Therapy degree. **Students admitted with a baccalaureate degree will be awarded an MS in PT degree upon successful completion of the professional program.**

Students admitted into the professional program with a baccalaureate degree are expected to have a foundation in the liberal arts and sciences appropriate in depth and breadth to develop the ability in students to think independently, weigh values, and understand fundamental theory. These, in addition to a variety of life experiences further serve to develop skills of critical thinking and communication, inherent in professional education and socialization. The physical therapy professional curriculum requires three years of study and results in the awarding of the Master of Science in Physical Therapy degree.

The program is guided by the standards and criteria of the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE/APTA) by whom it is accredited. Graduates of accredited physical therapist education programs are eligible to apply for licensure as physical therapists in the individual United States and territories.

Mission

It is the mission of the physical therapy education program at College Misericordia to provide professional physical therapy education opportunities to the citizens of northeastern Pennsylvania and the surrounding regions of New York, New Jersey, Maryland, and Pennsylvania and to help meet the physical therapy health care needs of these areas.

The physical therapy program is committed to providing an education program which produces competent physical therapy practitioners who are critical thinkers and educated consumers of research and which prepares graduates for productive careers in physical therapy and as advocates for and participants in life long learning.

As an entry-level professional postbaccalaureate program, the physical therapy curriculum reflects a commitment to the complementary relationship between liberal arts and professional studies which enables graduates to adapt to and deal with constantly evolving societal and professional needs.

Philosophy

The physical therapy program's commitment to providing affordable, quality physical therapy education expresses the founding Sisters' values and attitudes of justice, mercy, and service.

The physical therapy education program is based on the belief that graduates of entry-level physical therapy programs should possess the clinical decision making and problem solving skills which enable them to function as peer colleagues in the contemporary, dynamic health care system. Physical therapists need to be sensitive to the needs of a culturally diverse society as evident in their interactions with clients, families, health care colleagues and the community in which they practice.

GRADUATE PROGRAM DESCRIPTIONS

An educational program for physical therapists should reflect the concepts of androgogy (adult education) to include problem solving, critical thinking and analysis, integration of theory and practice, clinical decision making, mentoring and self-directed learning.

Physical therapists should have the ability to articulate and exchange knowledge, seek additional knowledge and skills, and they should have the ability and desire to remain open to input from and collaboration with other health care professionals. They value collaboration and communication in a spirit of mutual collegiality among health care providers as essential to meeting the health care needs of society.

A physical therapy entry-level education program prepares physical therapy generalists but provides graduates with the tools which enable them to develop specialty expertise through the application of critical thinking and problem solving skills and a wholistic approach to health care.

The academic and clinical faculty and the academic and clinical education environment must reflect and foster professional values and behaviors. The academic and clinical faculty and curriculum components must be inextricably linked for the provision of professional education programs preparing competent health care practitioners.

A diverse faculty whose members have responsibilities and activities consistent with their areas of teaching and scholarly expertise, strengthens and enhances a professional education program.

Goals It is the goal of the physical therapy education program to prepare graduates who:

1. are physical therapist generalists capable of contemporary, competent, legal, and ethical practice.
2. value the relevance of, and contribute to, critical inquiry in the validation and advancement of the art and science of physical therapy.
3. appreciate the roles and responsibilities of physical therapists as professionally autonomous practitioners within the health care system.
4. accept the responsibility for education of self, the community, profession, clients, and colleagues in the health care system.
5. value and foster communication and interaction with colleagues for the benefit of optimal service to clients.
6. respect and respond to contemporary bio-psycho-social diversity in interactions with clients, families, colleagues and the community.

GRADUATE PROGRAM DESCRIPTIONS

PHYSICAL THERAPY PROFESSIONAL CURRICULUM

First Professional Year

Semester I			Semester II		
		cr			cr
BIO 301	Gross Anatomy	5	BIO 302	Neuroscience	4
PT 405	Analysis Hum. Mvmt.	4	PT 402	Clin. Sci. I	6
BIO 407	App. Physiol.	4	PT 410	Int. Cl Arts Sem. I	3
PT 409	Clin. Skills	<u>2</u>		Elective	<u>(3)</u>
		15			13-16

Summer I

PT 515	Research Methods	3
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Second Professional Year

PT 503	Clin. Sci. II	4	PT 518	Clin. Educ. I (6 weeks)	3
PT 505	Clin. Sci. III	4	PT 506	Clin. Sci IV	6
PT 511	Int. Cl Arts Sem. II	4	PT 512	Int. C. A. Sem III	<u>3</u>
PT 590	Research Seminar	1			
	Elective	<u>(3)</u>			
		13-16			12

Third Professional Year

PT 619	Clin. Ed. II (10 weeks)	6	PT 614	Int. C. A. Sem. IV	3
PT 621	Clin. Ed. III (10 weeks)	<u>6</u>	PT 690	Critical Inq.	3
	Aug. - Dec.		PT 692	Crit. Inq. Sem.	1
			PT 616	Clin. Dec. Making	2
			PT 612	Special Topics	<u>3</u>
		12			12

The total credits required for the professional curriculum are 80. Of these, 28 are at the undergraduate level (300, 400 level) and 52 at the graduate level (500, 600). 500 level courses taken through the first semester of the second professional year will be counted toward the baccalaureate degree requirements for students in the five year, BS/MS in PT program who must have 126 credits to receive the baccalaureate degree. A minimum of 36 graduate credits beyond the baccalaureate degree requirements are necessary for the MS in PT degree.

Minimal competence (3.0 GPA or grade of B) must be demonstrated in all professional courses prefixed "PT" for successful completion of the physical therapy program.

COURSE DESCRIPTIONS

EDUCATION (EDU)

- | | | |
|------------|--|-----------|
| 500 | Issues and Trends in Education
Curriculum decision making is examined in light of Federal and state legislation, court decisions, public policy, recent research and exemplary educational programs. Students complete a series of readings, participate in discussions, and complete a major paper. | 3 credits |
| 501 | Gradebook and Test-Making Applications
Commercial gradebook applications are explored. Participants design a grading style template to suit their individual grading requirements. The functions of the Grade Machine are explored in depth. Test making and puzzle making applications are also introduced. | 1 credit |
| 502 | Word Processing and Database Tools
In this module participants will be introduced to advanced word processing features and database functions in ClarisWorks. They will integrate database and word processing documents using the mail merge function. Drawings and painting tools are introduced, and graphics are inserted into documents. Participants will develop documents and databases relevant to the teaching profession. | 1 credit |
| 503 | Multimedia for Students and Teachers
This course will explore multimedia through the use of Hyperstudio for the Mac. Students will design multimedia presentations which will include digitalized video clips, laserdisc clips, sounds, animations, graphics, quicktime movies, and hypertext. Students will use a scanner to add graphics to their presentations and will learn how to take a sound clip from a CD-ROM. | 1 credit |
| 504 | Curriculum
Includes an examination of the foundations, models, and procedures of curriculum design and assessment. Curriculum theories and practices are explored. Students design and assess actual curriculum. | 3 credits |
| 506 | Basic Technological Skills
This course explores the Macintosh desktop environment including all aspects of working with windows, menus and desktop icons. Peripheral devices such as printers, CD-ROM drives, and laserdisc players are also introduced. | 1 credit |
| 507 | Teaching & Learning with Technology
Participants in Teaching & Learning with Technology have the opportunity to explore a variety of software applications which are suitable for use in "the one computer classroom," including online applications. Cooperative learning strategies facilitated by the computer are presented. Classroom management strategies for each application are discussed. Hardware requirements are also addressed. | 1 credit |
| 508 | Language Arts Applications
Beginning word processing skills are introduced in this course through the use of several Language Arts applications which include Storybook Weaver, Kidworks, and The Writing and Publishing Center. Participants will design lesson plans which incorporate the use of one or more of the programs into the curriculum. Each participant will create a newsletter with graphics and heading. | 1 credit |

COURSE DESCRIPTIONS

EDUCATION (EDU)

- 510 Learning** 3 credits
Relates major contemporary theories of education to current methods of teaching. Discusses how the theories and methods affect curriculum and curriculum decisions. Students create a project which relates theories and methods to curriculum decisions.
- 511 Video in the Classroom** 1 credit
Students will learn to identify the various components of the video camera including focus, zoom, white balance, and display options. Students will learn the basic principles of videotaping which will include the appropriate use of various microphones and lighting options/equipment. Students will demonstrate these principles with a video project. Students will learn to digitize video for use in multimedia projects.
- 512 Beginning Hypercard** 1 credit
The principles of multimedia and stack design are introduced in this course. Participants will design stacks using the Hypercard program. The paint tools and graphics will be incorporated into the stack design as well as linking buttons and text fields.
- 513 Level III Interactive Laserdisc Applications** 1 credit
Students will explore a variety of Level III Interactive laserdisc applications. Students will use the MediaMax program to compile multimedia presentations from laserdiscs. This program will allow users to customize any laserdisc application into slide show presentations which will include the use of a text overlay on the laserdisc display.
- 515 Research Methods** 3 credits
An examination of the principles and procedures of educational research. Techniques of gathering and analyzing data, the design of studies in education, and application to curriculum evaluation are highlighted.
Prerequisite: Basic Statistics
- 518 Exploring the Internet** 3 credits
This course is an introduction to the Internet. Emphasis will be on the interpersonal communications, information publishing, information searching and remote computing as they apply to the educational community.
- 520 Curriculum and Methods in Reading** 3 credits
A special course which focuses effective and efficient teaching methods and materials used to teach reading in elementary classrooms. This course is designed for currently certified teachers.
Prerequisite: EDU 590 Basic Methods in Elementary Education
- 523 Curriculum Adaptations for Mainstreamed Adolescents** 1 credit
This course prepares special and regular educators to effectively integrate mildly handicapped students in regular education.
- 524 Curriculum and Methods in Language Arts** 3 credits
A special course which focuses effective and efficient teaching methods and materials used to teach language arts in elementary classrooms. This course is designed for currently certified teachers.
Prerequisite: EDU 590 Basic Methods in Elementary Education

COURSE DESCRIPTIONS

EDUCATION (EDU)

- 525 Curriculum and Methods in Mathematics** 3 credits
A special course which focuses effective and efficient teaching methods and materials used to teach mathematics in elementary classrooms. It is designed for currently certified teachers.
Prerequisite: EDU 590 Basic Methods in Elementary Education
- 530 School Law and Finance** 3 credits
Students are introduced to how state and local school district laws and policies govern curriculum and how school programs are financed.
- 531 College Teaching** 3 credits
Introduces prospective and novice college faculty to instructional practices and procedures related to teaching college courses. Topics include developing syllabi and instructional plans, teaching methods, test construction, and evaluation procedures.
- 532 Classroom and Instructional Management** 3 credits
This seminar identifies how special educators and elementary teachers can improve how they manage classrooms. Motivation and discipline issues are discussed.
- 533 Computer-Based Education** 3 credits
This laboratory course allows students to experience first-hand the effects of computer-based educational programs and create an awareness of how CBA can be used in schools.
- 534 Teaching Sensitive Issues** 3 credits
Participants identify educationally sensitive issues related to sex education and related topics and prepare to deal with the issues in classroom situations.
- 535 Cooperative Learning** 3 credits
This course introduces students to Cooperative Learning and allows them to develop skills related to the implementation of Cooperative Learning strategies in elementary and secondary schools.
- 536 Career Decisions in Education** 1 credit
This course introduces students to career awareness and allows them to develop skills related to the implementation of career programs secondary schools and colleges.
- 537 Outcomes-Based Education** 3 credits
This course introduces students to OBE and to policies and procedures which facilitate the effective implementation of outcomes-based programs.
- 538 Performance-Based Assessment** 3 credits
This course introduces students to performance-based assessment and to policies and procedures which facilitate the effective implementation of PBA in classroom situations.
- 539 Learning Strategies** 3 credits
This course introduces students to the Strategies Intervention Model (SIM), an approach to helping at-risk secondary students by empowering them with Learning Strategies (Kansas University).

COURSE DESCRIPTIONS

EDUCATION (EDU)

- 545 Instructional Support Teams/Elementary** 1 credit
This advanced course helps elementary teachers apply concepts of instructional support in their school settings.
- 546 Instructional Support Teams/Secondary** 1 credit
This advanced course helps middle level and secondary teachers apply concepts of instructional support in their school settings.
- 547 Collaboration and Consultation** 3 credits
This course introduces a process regular and special education teachers can follow to jointly implement programs to assist students at-risk.
- 548 Clinical Supervision** 3 credits
Models and practices of clinical supervision are explored and practiced. Supervision projects are completed.
- 551 Productivity Tools for Educators** 3 credits
An introduction to computer-based tools which help teachers deal efficiently with record keeping and reporting. Software related to word processing, data bases, spreadsheets, gradebooks, and graphics printing packages is used.
NOTE: Computer novices in the Educational Technology Specialization should take this first.
- 552 Multimedia Based Education** 3 credits
Focuses on the use of computer integrated media including: laserdisc, CD-ROM, audio, video, graphics, and text. The course is designed as an introduction to commercially prepared packages. Students also use Hypercard to develop their own materials.
- 553 Technology and Instructional Design** 3 credits
Deals with ways to incorporate and integrate computer technology in planning and implementing instruction. Software applications and designs which enhance quality instruction are highlighted.
- 554 Video in the Instructional Process** 3 credits
The uses and advantages of video in instruction are discussed. Participants learn to design instruction using commercial and educational television and to produce original video using camcorders and editing equipment.
- 555 Advanced Multimedia Design** 3 credits
Multimedia authoring languages and scripting as a multimedia programming language are explored. The course also deals with advanced uses of video digitizing and QuickTime movies.
Prerequisite: EDU 552
- 557 Instructional Support** 3 credits
This course introduces students to the concept of instructional support as it relates to helping academically at-risk students succeed in school programs. Current models and practices of instructional support are reviewed.
- 559 Supervision Internship** Variable Credit
Students complete a specially arranged internship in a local school. They complete a special project under the supervision of a college supervisor and a school district mentor.

COURSE DESCRIPTIONS

EDUCATION (EDU)

- 565 Staff Development** 3 credits
Participants identify and develop skills needed to participate in faculty development programs. Procedures and practices related to conducting needs assessments and to planning, implementing, and evaluating the effect of in-service programs are highlighted. The course gives students the opportunity to plan major curriculum projects.
- 570 Software Applications** 3 credits
Identifies procedures for the selection, evaluation, and use of computer programs and software.
- 575 Human Development** 3 credits
An in-depth study of growth and development as it relates to elementary-aged students. Current research and recent developments in educational psychology are explored.
- 581 Seminar in Elementary Education** 3 credits
This seminar is designed for Track Two participants (elementary education). It deals with current issues and trends in elementary education
- 582 Observation and Practicum** 0 credits
Track Two participants (elementary education) are expected to log 100 hours observing and participating in elementary classrooms. Specific objectives must be met and students must maintain journals.
- 585 Special Topics** Variable Credit
The Graduate Education Program features a series of one, two, and three credit courses which deal with special topics of interest to teachers. They are taught by respected and expert adjunct faculty who are leaders in their communities and/or schools. A few Special Topics are scheduled each semester and several are available during the summer term. Most Special Topics may be used as electives within the Graduate Education Program.

Special Topics courses have included:

- | | |
|---|---------------------------------------|
| Integrating Learning Systems | Multicultural Education: |
| Integrating Technology in the Classroom | Literature in High School (3) |
| Sensitive Issues in Sexuality | Education in Japan |
| Curriculum Integration | Curriculum of the Future |
| Censorship in the Arts | Ethics in Education |
| Parents/Students' Rights in | Curriculum Update: |
| Special Education | State Requirements |
| College Programs for | The Self-Study Process |
| Disabled Students | Adaptations for Exceptional |
| Religion in Public Schools | Students/Secondary |
| The Federal Education Agenda | Preparing Students for Post-Secondary |
| Characteristics of Excellence | Education |
| Multicultural Education: | |
| Heritage Curriculum | |

COURSE DESCRIPTIONS

EDUCATION (EDU)

- 590 Basic Methods in Elementary Education** 3 credits
Focuses on the structure and process of elementary education and highlights effective and efficient teaching methods and materials which may be used in elementary education. This course is designed for currently certified, albeit not elementary teachers.
- 591/592 Curriculum Specialization I/II** 3 credits each
Students independently research and design curriculum and identify how it can be implemented. The course requires the completion of professionally publishable papers.
- 595 Professional Contribution** 3 credits
Allows students the opportunity to implement major curriculum projects by conducting and formally and publically presenting their professional contributions.
EDU 565 Staff Development may be prerequisite
- 599 Independent Study** Variable credit
Allows students to conduct independent investigations of specific topics of interest and/or to complete a school-based project. They are planned, implemented, and evaluated with the assistance of a mentor appointed by College Misericordia. A Contract Learning format is used.

COURSE DESCRIPTIONS

NURSING (NSG)

- 504 Curriculum Design** 3 credits
An examination of the foundations, models and procedures of curriculum design in nursing. Curriculum theories and practice are explored.
Prerequisite or Co-requisite: NSG 512
- 505 Teaching-Learning Strategies** 3 credits
This course places emphasis on teaching and learning theories. Students are exposed to a variety of modalities utilized in teaching both theory and clinical courses. Test construction and clinical evaluation methods are included.
- 506 Adult Health: Micro Systems Nursing I** 3 credits
The focus is on the nurse and the client as a model of wellness in health promotion using nursing theory and research. The change process is utilized as it impacts upon micro systems. Clinical work is expected as part of the course requirement.
Prerequisites: NSG 553, NSG 512
- 507 Adult Health: Micro Systems Nursing II** 3 credits
The focus of this course will be the development of intervention strategies using concepts and models developed for the maintenance and restorative aspects of wellness within a micro system. Clinical work is included.
Prerequisite: NSG 506
- 508 Community Health/Macro Systems Nursing I** 3 credits
This course views the community as client using a macro systems framework. The nursing process with a nursing theory foundation is used to focus on wellness and health promotion and protection. Aggregate data is analyzed using the epidemiologic method. Clinical work involves working with groups.
Prerequisites: NSG 553, NSG 512
- 509 Community Health/Macro Systems Nursing II** 3 credits
This course emphasizes community assessment planning, interventions and evaluation. The nursing process with a nursing theory foundation is used within a macro systems framework. Focus is on the community as client and maintenance and/or restoration of wellness. Clinical work is a requirement of the course.
Prerequisite: NSG 508
- 512 Concepts and Theories in Nursing** 3 credits
Emphasis is placed on concept analysis, components of theories, construction of the theoretical relationships between theory, research and practice, and critique of existing theoretical frameworks in the discipline. Social, ethical and value problems related to the development of knowledge are examined.
- 514 Foundations of Advanced Practice Nursing** 3 credits
Emphasis is placed on the foundations of advanced nursing practice. Course content focuses on the analysis of the health status of individuals, families (micro systems) and communities (macro systems). Students learn to develop a comprehensive data base, including health history, and physical examination. Family and community assessment techniques are examined as a foundation for advanced nursing practice. Conceptualizations, role development, and competencies of advanced nursing practice are also explored.

COURSE DESCRIPTIONS

NURSING (NSG)

- 515 Research Methods: Concepts, Methods & Principles** 3 credits
This course will present the principles and processes involved in research. Qualitative and quantitative approaches will be reviewed and analyzed relative to their strengths, limitations and practical uses. The application of appropriate research methods to problems worthy of study will be stressed.
Prerequisite: NSG 512
- 516 Introduction to Qualitative Research** 3 credits
This course introduces the student to the nature and importance of qualitative research methods. Case study, phenomenologic, grounded theory, historical and ethnographic methods are explored in relation to the health professions. Examples of qualitative research are analyzed.
- 525 Introduction to Nursing Administration** 3 credits
This course explores the nature of administration as a concept and a variety of theoretical approaches to the process of administration. Common elements of administration are considered and analyzed within the organizational framework of nursing services as a subsystem of an overall health care delivery system.
Pre or Co-requisites: OM 500, OM 510, NSG 512
- 535 Nursing Education Practicum/Seminar** 4 credits
This course provides opportunities for students to develop the skills of classroom and clinical teaching and evaluation using various modalities. Students will explore the need to interface with faculty from nursing and other departments of the institution, administration, support service personnel, and clinical site agency personnel. The logistics of student placement, contractual agreements, state approval, and accreditation are additional areas which are explored. Weekly seminars provide opportunities for exchange of ideas, clarification of concerns, and analysis of educational development and evaluative strategies.
Prerequisites: NSG 504, 505, and at least one clinical course
- 545 Nursing Administration Practicum/Seminar** 4 credits
This course is designed to expand on the content of NSG 525 Introduction to Nursing Administration. Students will have selected experiences in a Nursing Service Department with a Nursing Administration and/or designee and explore issues that affect the delivery of nursing care in that situation. Concurrent classes will focus on an analysis of the scope of nursing services in the total health care system and particularly on the role of the Nursing Administrator.
Prerequisites: NSG 525 and at least one clinical course
- 551 Advanced Pharmacology** 3 credits
Principles of pharmacology are applied to the advanced practice therapeutic management of the client across the life span. Emphasis is placed on mechanisms of drug action, prescription writing, monitoring drug regimens, identifying adverse reactions/toxicity and anticipating changes inherent in self medication. Potential consequences of multiple drug interactions are considered. The cost effectiveness of medication choices is also discussed.
Pre or Co-requisite: NSG 552

COURSE DESCRIPTIONS

NURSING (NSG)

- 552 Pathophysiology for Advanced Practice Nursing** 3 credits
The physiological principles and pathogenesis of common conditions affecting children and adults are presented. The application of concepts from anatomy and physiology, pathophysiology and epidemiology as a basis for advanced nursing practice is emphasized. Physical findings and typical diagnostic studies appropriate for common health problems occurring across the life span are addressed.
- 554 Diagnostic Reasoning and Therapeutic Interventions** 3 credits
for Primary Care Nursing
This is a laboratory/clinical course designed to assist students to use clinical decision-making theory as the foundation for performing clinical interventions. Data collection and hypothesis formulation is emphasized. Students practice psychomotor skills and psychosocial therapeutic interventions in a variety of clinical settings. A beginning understanding of the Family Nurse Practitioner role is stressed.
Co-requisite: NSG 514
- 555 Legal, Ethical and Public Policy Issues in Health Care** 3 credits
This course is designed to analyze the impact of legal, ethical and public policy dimensions as they relate to health care in general and nursing specifically. Emphasis will be on examination of current issues in these areas. Current trends and issues in health care will provide a framework for analyzing the legal, ethical and public policy aspects of the health care system.
- 556 Primary Care Management of Children** 2 credits
Students will develop competence in performing a comprehensive health assessment of children. Clinical experiences also will assist students to gain competence in the management of children's health/illness status. Students will be guided by a preceptor in the implementation of treatment plans or protocols utilized to manage common childhood health problems and illnesses.
Co-requisite: NSG 565
- 557 Care of Adults with Health Promotion** 2 credits
Needs and Episodic Health Problems
Focuses on the delivery of theory-based care to adults with health promotion needs and episodic health problems. The application of advanced comprehensive assessment skills to the adult population are covered. Emphasis is placed on risk analysis and reduction and principles of pharmacologic and non-pharmacologic clinical therapeutics. The stabilization of acute and management of common episodic health problems of adults are included. In addition there are selected practice experiences.
*Prerequisites: NSG 551, NSG 552, NSG 514, *NSG 554*
*(*for FNP students only)*
- 558 Primary Care Management of Adults with Health Promotion** 2 credits
Needs and Episodic Health Problems
Students will develop competence in performing a comprehensive health assessment of adults with episodic health problems. Clinical experiences also will assist students to gain competence in the theory based management of adult's health/illness status. Students will be guided by a preceptor in the implementation of treatment plans or protocols utilized to manage common adult health problems and illnesses.
Co-requisite: NSG 557

COURSE DESCRIPTIONS

NURSING (NSG)

- 559 Health Care of Women** 3 credits
Emphasis is on gynecological and reproductive health care. Health promotion issues specific to women are covered. Focus is on the theory based management of gynecologic health needs and the normal reproductive cycle. The application of research findings to the health care of women is discussed. Selected practice experiences are included.
*Prerequisites: NSG 551, NSG 552, NSG 514, *NSG 554*
*(*for FNP students only)*
- 561 Primary Care Management of Women's Health Care** 2 credits
Students will develop competence in comprehensive health assessment of the gynecologic and reproductive health care needs of women. Clinical experiences also will assist students to gain competence in the theory based management of women's health. Students will be guided by a preceptor in the implementation of treatment plans or protocols utilized to manage common health concerns of women throughout the life cycle. The application of research to practice will be included.
Co-requisite: NSG 559
- 562 Care of Adults with Chronic Health Needs and Problems** 2 credits
Focuses on the delivery of theory-based care to adults with chronic health problems. The ongoing assessment and management of chronic illnesses will be discussed. Students will be encouraged to utilize problem solving techniques to determine potential strategies for breaking through barriers to care. The utilization of computers to facilitate client care objectives will also be covered. Selected practice experiences are included.
*Prerequisites: NSG 551, NSG 552, NSG 514, *NSG 554, NSG 557*
*(*for FNP students only)*
- 563 Primary Care Management of Adults with Chronic Health Needs and Problems** 2 credits
Students will develop competence in performing a comprehensive, ongoing health assessment of adults with chronic health problems. Clinical experiences also will assist students to gain competence in the theory based management of chronic health problems. Students will be guided by a preceptor in the implementation of treatment plans or protocols utilized to manage common, stabilized adult chronic health problems and illnesses in collaboration with other members of the health care team.
Co-requisite: NSG 562
- 564 Family Nurse Practitioner Preceptorship** 6 credits
This course serves as a culminating experience in role development. Clinical practice sites will serve as an environment for students to examine ways to monitor and ensure quality primary care while practicing as a Family Nurse Practitioner in conjunction with a preceptor. Clinical seminar will focus on topics such as peer review, interdisciplinary communication and collaboration, ethical decision-making, political and legal issues, and other professional issues such as responsibility, autonomy, and accountability.
Prerequisite: All courses except NSG 555

COURSE DESCRIPTIONS

NURSING (NSG)

- 565 Health Care of Children** 3 credits
This course focuses on strategies for the delivery of health care to children and adolescents. Comprehensive health assessment of children including health promotion needs, growth and development, family and cultural dynamics, physical and psychosocial status are covered. Emphasis is placed on clinical therapeutics both pharmacologic and non-pharmacologic which are appropriate for the management of children experiencing acute and chronic illnesses. Selected practice experiences are included.
*Prerequisites: NSG 551, NSG 552, NSG 514, and *NSG 554*
*(*for FNP students only)*
- 570 Faculty Role Development** 3 credits
This course is designed to develop a full understanding of entry into a faculty position. Students will be provided with the opportunity to learn how to initiate a job search, develop a dossier for promotion and tenure; implement the educator role as it relates to curriculum and evaluation and explore the opportunities for career advancement.
- 573 Clinical Practicum** 3 credits
A comprehensive, advanced clinical experience providing opportunity for synthesis and application of previously learned knowledge and skills with emphasis on leadership, decision-making, clinical judgment, and change theory. Focus is on promotion, maintenance, and restoration of wellness. The nursing process is used with a nursing theory foundation within a micro/macro systems framework.
Prerequisites: NSG 512 and at least one clinical course
- 576 Clinical Management of Adults with Health Promotion Needs and Episodic Health Problems** 3 credits
Students will develop competence in identifying health promotion needs and performing a comprehensive health assessment of adults with episodic health problems. Clinical experience also will assist students to gain competence in the theory-based management of adults' health/illness status. Students will be guided by a preceptor in the implementation of clinical paths and/or protocols used in acute care settings to manage common adult health problems and illnesses.
Co-Requisite: NSG 557
- 577 Clinical Management of Adults with Chronic Health Needs and Problems** 3 credits
Students will develop competence in performing a comprehensive, ongoing health assessment of adults with chronic health problems. Clinical experience also will assist students to gain competence in the theory-based management of chronic health problems. Students will be guided by a preceptor in the implementation of clinical paths or protocols used in acute care or long-term settings for clinical management of adult chronic health problems and illnesses. Collaboration with other members of the health care team will be stressed.
Co-Requisite: NSG 562

COURSE DESCRIPTIONS

NURSING (NSG)

- 578 Clinical Management of Women with Health Promotion Needs and Health Problems** 3 credits
Students will develop competence in comprehensive health assessment of gynecologic, obstetric, and reproductive health care needs of women. Clinical experiences also will assist students to gain competence in the theory-based management of women's health in acute care, ambulatory, and community settings. Students will be guided by a preceptor in the implementation of advanced nursing strategies utilized to manage common childhood health concerns of women throughout the life cycle. The application of research to practice will be emphasized.
Co-Requisite: NSG 559
- 579 Clinical Management of Children with Health Promotion Needs and Health Problems** 3 credits
Students will develop competence in performing a comprehensive health assessment of children. Clinical experiences also will assist students to gain competence in the therapeutic management of children's health/illness status in acute care, ambulatory, and community settings. Students will be guided by a preceptor in the implementation of advanced nursing strategies utilized to manage common childhood health problems and illnesses.
Co-Requisite: NSG 565
- 585 Thesis Advisement (Independent Study Option)** 3 credits
Investigation of a research question related to a student's clinical or functional area based on a theoretical framework. Literature review, data collection, analysis of data, summary and conclusions are included.
Prerequisite: NSG 515
- 590 Special Topics** (1-3 credits)
The Nursing Department features a series of one, two, and three credit courses which deal with special topics of interest to graduate nursing students. They are taught by respected and expert faculty who are leaders in their field. Special Topics may be used as electives within the graduate nursing program.
- 596 Independent Study** variable credits
Allows students to investigate a topic of interest, complete their research, or implement a special project with the guidance of a faculty. Topics/projects/thesis must be approved in advance.
- 599 Graduate Nursing Synthesis Seminar** 3 credits
This course represents the culmination of the graduate nursing program for students focusing on the nurse educator and administrator roles. It is designed to provide a forum for discussion of issues important to the development of competent collaborative advanced practitioners. Students will be required to synthesize information obtained in Concepts and Theories, Research, Analysis of Micro/Macro Systems, as well as clinical and functional role courses in order to develop a meaningful base of practice. Stating and defending the graduate nursing knowledge base is required.
Prerequisites: All courses except NSG 555, NSG 535 or NSG 545
- 777 Thesis Continuation** 0 credit
Students who do not complete defense of the thesis (independent study option) before the end of the fall or spring semester must register for thesis continuation.

COURSE DESCRIPTIONS

OCCUPATIONAL THERAPY ENTRY LEVEL M.S. (OT)

NOTE:

Descriptions of required Occupational Therapy courses which carry undergraduate credit are found in the undergraduate catalog.

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| 515 | Research Methods in Occupational Therapy
This course will present the principles and processes involved in research. Qualitative and quantitative approaches will be reviewed and analyzed relative to their strengths, limitations and practical uses. The application of appropriate research methods to problems worthy of study will be stressed.
<i>Prerequisites: MTH 115, all 100, 200, and 300 level occupational therapy courses</i> | 3 credits |
| 522 | Occupational Therapy Intervention Seminar I
These seminars support the concepts and techniques learned in OT 422, OT 423 and OT 424. Through the use of case studies and discussions, students explore relevant issues related to the practice of occupational therapy. These issues go beyond the concepts learned in OT 422, OT 423 and OT 424 and discuss issues such as ethics, diversity, multicultural implications in treatment planning, documentation and reimbursement in various health care service delivery settings.
<i>Corequisites: OT 522 with OT 422, OT 523 with OT 423, OT 524 with OT 424</i> | 2 credits |
| 523 | Occupational Therapy Intervention Seminar II | 2 credits |
| 524 | Occupational Therapy Intervention Seminar III | 2 credits |
| 570 | Occupational Therapy Management & Supervision
The occupational therapist's role in financial management, human resource management, staff development, quality assurance, program management and evaluation are explored. Special emphasis on supervisory processes in facilitating professional growth and development; gender issues relating to management; management of COTAs and OTAs. Components of program planning, needs assessments, data collection and analysis, and resource allocation will be introduced.
<i>Prerequisites: All 100, 200, and 300 level occupational therapy courses</i> | 3 credits |
| 601 | Level II Fieldwork I
Practical educational experience designed to integrate and apply an academically acquired body of knowledge. Particular emphasis on the development of clinical reasoning; the transmission of the values, beliefs and ethical commitments of occupational therapy; communication of professional behaviors; development and expansion of a repertoire of occupational therapy assessment and intervention methodologies. This Level II is a three month experience.
<i>Prerequisite: By permission of the Fieldwork Coordinator</i> | 6 credits |
| 602 | Level II Fieldwork II
This three month internship emphasizes the integration and application of an academically acquired body of knowledge and research enabling the student to achieve a level of competence in direct care congruent with the standards of entry level practice of the profession of occupational therapy. Students must take this class as a follow-on class to OT 601 in order to meet the educational prerequisites to graduate and to be eligible to sit for the American Occupational Therapy Certification Examination.
<i>Prerequisites: OT 601 and permission of the Fieldwork Coordinator</i> | 6 credits |

COURSE DESCRIPTIONS

OCCUPATIONAL THERAPY ENTRY LEVEL M.S. (OT)

- 610 Elective: Special Topics in Occupational Therapy Practice** 3 credits
Specialized areas of Occupational Therapy practice will be discussed; these will include, but are not limited to, industrial rehabilitation (work hardening, job site analysis and ergonomics, pre-vocational evaluations and the cultural and environmental influence on work performance), home health care, NICU, advanced splinting techniques, wellness, AIDS, hospice, forensic psychiatry and independent living environments. Topics will vary each year depending upon the student interest and the availability of faculty with professional specialty expertise.
Prerequisite: By permission of the instructor
- 620 Analysis of Occupational Therapy Theories and Practice Models** 3 credits
Students conduct an in-depth study of theory development and analysis as it relates to macro and micro models of occupational therapy practice. This includes a comprehensive comparative analysis of frames of reference in differing health care delivery systems and ongoing research applications employed to validate the occupational therapy process.
Prerequisite: All 100-500 Level OT courses
- 630 Occupational Therapy Issues and Trends** 3 credits
Students explore, discuss and critically analyze issues affecting occupational therapy practice including reimbursement, role delineation, professional autonomy, legislation, health care systems and managed care.
Prerequisite: All 100-500 Level OT courses
- 690/695 Research Project I and II** 3, 3 credits
Students will complete a research project that contributes to the knowledge of the occupational therapy process; the outcome will include a paper acceptable for publication in a professional journal.
Prerequisite: MTH 115, OT 515; OT 690 is a prerequisite to OT 695

COURSE DESCRIPTIONS

ORGANIZATIONAL MANAGEMENT (OM)

- 500 Organizational Behavior** 3 credits
Social and behavioral science approaches to the study of human activity in organizations. The course is designed to equip administrators with skills for managing interactions, differences and relationships in organizational settings.
- 505 Decision Making** 3 credits
A study of decision making in complex human service organization. Examination of a variety of conceptual frameworks to enable administrators to develop an evaluative design for ethical, effective and efficient decision making.
- 509 Financial Management** 3 credits
This course is an introduction to the financial system and its relationship to the financing of business activities. The course emphasizes areas dealing with corporate financing decisions such as time value of money, security valuation, financial statement analysis and financial forecasting.
- 510 Financial Management I** 3 credits
Introduction to basic economic theory, accounting principles, budget theory and practice and financial control procedures necessary to the successful manager. Designed for the non-financial manager and presupposes little or no previous education or experience in finance.
- 511 Financial Management II** 3 credits
Applies the basic skills mastered in Financial Management I through case studies of public and private organizations. Emphasis on integrating financial considerations with other management considerations when analyzing and solving problems, and in planning. Investments, borrowing, information systems and financial analysis are covered.
Prerequisite: OM 510
- 515 Research Methods** 3 credits
Provides student with an understanding of the concepts, principles and techniques associated with the investigation of specific research problems in organizational behavior and management.
Prerequisite: Basic Statistics is required
- 516 Introduction to Qualitative Research** 3 credits
This course introduces the student to the nature and importance of qualitative research. Case study, grounded theory, historical and ethnographic methods are explored. Examples of qualitative research are analyzed, especially program evaluation.
- 520 Introduction to Management Information Systems** 3 credits
Review and application of basic computer concepts, methods, and information systems techniques that contribute to business decision making and organizational performance. Topics include operating systems and hardware, graphics, desktop publishing, analysis and design, databases, communications, decision support systems, and artificial intelligence and robotics.
- 525 Human Services Systems** 3 credits
An integrated seminar which examines the programs and policies of the major human service areas, with emphasis on the dynamics of the system as it evolves. Topics for discussion include aging, adult services, children and youth, drugs and alcohol, health, mental health/mental retardation.

COURSE DESCRIPTIONS

ORGANIZATIONAL MANAGEMENT (OM)

- 527 Selection, Recruitment and Training/Development** 3 credits
An in-depth examination of the recruitment and selection process and the training and development function. The course develops the key relationships among recruitment, selection and training/development of employees and explores the impact these functions have on organizational competitiveness and success. The course emphasizes the importance of proper recruitment, selection and training/development.
- 530 Legal Aspects of Administration** 3 credits
Provides students with an understanding of legal aspects of administrative action that includes the source and scope of administrative authority and the function of the legal process. Case method of decision analysis utilized, supplemented by lecture and discussion.
- 533 Managing Customer Satisfaction** 3 credits
This course is a detailed analysis of the value chain concept and the essential interrelationships among logistics, production and operations, specification preparation, bid analysis and vendor analysis. Emphasis is on how total integration of these concepts leads to customer satisfaction.
Prerequisite: Perspectives in Management
- 535 Leadership** 3 credits
This course is an analysis of the effectiveness of various leadership styles on a continuum from authoritarianism to participative. Emphasis will be on the impact of style on productivity, morale, commitment and achievement of strategies and goals.
Prerequisites: OM 545 Introduction to Human Resource Management, OM 530 Legal and Ethical Aspects of Management
- 536 Marketing Management** 3 credits
An analytical approach to the study of marketing issues. Focus on influence of the market place and the marketing environment on decision making in regard to the determination of the organization's services, fee structures, channels and strategies of communication, and the organization's system for planning and controlling its marketing effort.
- 538 Perspectives in Management** 3 credits
This course focuses on the changing nature of management in response to new challenges in the internal and external managerial environment. Emphasis will be placed on the problem solving aspects of the managerial process. Special areas will include globalization of the decision making/problem solving process, motivation for performance and fostering an atmosphere for innovation and creativity.
- 540 Grant/Contract Development and Management** 3 credits
Systematic approach to the mechanics, techniques and issues involved in external funding. Covers the pre-application phase, the application phase, the post-application phase and the administration phase of grant/contract development and management.

COURSE DESCRIPTIONS

ORGANIZATIONAL MANAGEMENT (OM)

- 541 Not-For-Profit Management** 3 credits
An examination of the management principles and practices as particularly applied to the not-for-profit sector. Topics include board relations, staff effectiveness, fund-raising, marketing, financial information systems, management information systems, governmental relations, legal resources and use of consultants.
Prerequisites: OM 500 Organizational Behavior, OM 586 Strategic Planning
- 542 Fund-Raising: Theory and Application** 3 credits
Designed for the current or prospective administrator. Focus is on mechanics of fund-raising, the tools of the fund-raiser, and the types of fund-raising activities applicable to both public and private sectors. Consideration of the role of institutional development in the 1990s.
- 543 Assessment in Not-For-Profit Organizations** 3 credits
This course is an introduction to the purposes and practices of program assessment and evaluation with special emphasis on the not-for-profit sector. Topics include: purpose of evaluation, evaluation planning, techniques of evaluation, need, process and outcomes evaluation, and effective application of findings.
Prerequisites: OM 500 Organizational Behavior and OM 586 Strategic Planning
- 545 Introduction to Human Resources Management** 3 credits
This course is an introduction to human resource management. It provides a broad overview in such areas as history and definition of the human resource process, human resource management functions, recurring themes in human resource management including issues of protected classes such as women and the disabled, alternative views, and current and future challenges in the field.
- 550 Personnel and Labor Relations** 3 credits
Basic concepts, issues and practices involved in personnel administration and labor relations. Emphasis on the successful management of human resources.
- 551 Organizational Communication** 3 credits
Designed to develop skills in communication to promote organizational goal setting, coherence and effective teamwork.
- 552 Regulation of Human Resources Management** 3 credits
This course is an examination of the legal environment of the workplace and its impact on the human resource function. Compliance with state and federal laws and regulations will be emphasized. It offers an overview of the statutory scheme regulating employment and labor relations, presented primarily through pertinent statutes and their judicial interpretation (case law). Topics include, but are not limited to, issues of discrimination in the workplace, labor relations, health and safety issues and employment standards.
Prerequisite: OM 530 Legal Aspects of Administration
- 553 Fundamentals of Employment Benefit Planning** 3 credits
An in-depth study of the evolution and development of employee benefit programs. Current practices and their applicability to various organizations will be examined.

COURSE DESCRIPTIONS

ORGANIZATIONAL MANAGEMENT (OM)

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| 554 | Current Issues in Human Resource Management | 3 credits |
| | A seminar designed for the study of timely and significant issues in human resource management. Current trends and relevant problem-solving techniques will be used. | |
| 555 | Administration of Human Resources | 3 credits |
| | Theory, policy and process issues in employment relationships. Specific practices in selection, appraisal, compensation and discipline as they relate to conceptual views of management. | |
| 556 | Policy/Procedure Development in Human Resource Management | 3 credits |
| | Development and implementation of policies relevant to personnel administration. Focus on relationship between government policy and corporate policy and influence of management philosophy for policy planning. Discussion of expected and unexpected outcomes of policy decisions. | |
| 557 | Performance, Compensation and Reward Systems | 3 credits |
| | This course explores the performance appraisal function and process and its linkage to compensation system development, including performance-based pay and benefits (total compensation strategies), and to reward systems.
<i>Prerequisite: OM 545 Introduction to Human Resource Management</i> | |
| 558 | Employee Relations and Services | 3 credits |
| | An in-depth look at employee relations and services. The course examines employee relation issues including management systems and procedures, job design, work environment and growth and development. Additionally, students study employee services ranging from employee assistance programs and counseling to child and elder care. | |
| 559 | Special Topics in Human Resource Management | 1-3 credits |
| | Examination of selected topic relevant to human resource management. Possible topics include training and staff development, employee assistance programming, governmental relations strategies, time management, effective supervision. | |
| 585 | Special Topics in Administration | 1-3 credits |
| | Examination of selected topic relevant to the development of skills in administration. Possible topics include governmental relations strategies, time management, program assessment and evaluation. | |
| 586 | Strategic Planning and Management of Change | 3 credits |
| | An introduction to the strategic planning process and its application in managing organizational change. Techniques and skills involved in designing and implementing planned change to improve organizational adaptiveness and effectiveness in the changing political, economic, social, and technological environment. | |
| 590 | Seminar | 3 credits |
| | Advanced seminar offered to small groups of graduate students who wish to explore in greater depth a sub-specialty in administration that may include human resource issues and/or general management issues. | |

COURSE DESCRIPTIONS

ORGANIZATIONAL MANAGEMENT (OT)

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| 595 | Professional Contribution
The design and implementation of a special project or study relevant to the expressed needs of an organization or agency. The student's academic advisor's approval is a prerequisite. | 3 credits |
| 596 | Administrative Practicum
An educationally directed experience in an approved organizational setting. Application for the practicum must be made with the student's academic advisor. | 3 credits |
| 599 | Independent Study
Allows students to investigate a topic of interest with the guidance of a mentor approved by the college. Topics must be approved in advance. | 3 credits |

COURSE DESCRIPTIONS

PHYSICAL THERAPY (PT)

Descriptions of the following required professional Physical Therapy courses which carry undergraduate credit are found in the undergraduate catalog:

BIO 301	Gross Anatomy	5 credits
BIO 302	Neuroscience	4 credits
PT 405	Analysis of Human Movement	4 credits
BIO 407	Applied Physiology	4 credits
PT 409	PT Clinical Skills	2 credits
PT 402	Clinical Science I	6 credits
PT 410	Integrated Clinical Arts Seminar I	3 credits

- 503 Clinical Science II** 4 credits
This course continues and presupposes Clinical Science I. Assessment of the cervical spine, thoracic/lumbar spine, SI joint, and TMJ will be emphasized within the previously established framework. Classroom, laboratory, and clinical sessions will be utilized to integrate problem solving, clinical decision making, and comprehensive treatment planning skills. Posture, gait, upper extremity, and lower extremity will be revisited in light of movement dysfunction with strong integration of functional analysis.
2 hours lecture, 4 hours lab
Co-requisite: PT 505; Pre-requisite: PT 402 *Fall*
- 505 Clinical Science III** 4 credits
This course will review cardiopulmonary anatomy and physiology, with expansion into pathophysiology of these systems. Analysis, evaluation, intervention, and differential diagnosis within physical therapy scope of practice will be emphasized. Pharmacology, graded exercise testing, EKG analysis, and laboratory testing will be covered in light of cardiopulmonary pathology and possible modifications to physical therapy intervention. Rehabilitation and exercise prescription for primary or secondary diagnosis of cardiopulmonary pathology will be discussed. Intervention will stress environmental and lifestyle factors, health and wellness attitudes, and physical activity as integral to patient and public education. Classroom, laboratory, and clinical sessions will be used for integration of competencies and skills.
3 lecture hours, 2 hours lab
Co-requisite: PT 503; Pre-requisites: BIO 301, BIO 407; PT 402 *Fall*
- 506 Clinical Science IV** 6 credits
This course will review neuroanatomy, neurophysiology, and neuropathology with expansion to neurological evaluation, treatment, and rehabilitation. Analysis of posture and movement during the normal process of development and aging as well as the neurologically impaired population will be emphasized. Current movement theory, postural control, and motor learning will be applied and integrated with knowledge gained in previous PT course work with respect to evaluation and selection of appropriate treatment. The theoretical basis for rehabilitation techniques such as PNF, NDT, and sensory integration will be also be emphasized.
6 hours lecture, 6 hours lab, 10 weeks
Co-requisite: PT 512;
Pre-requisites: PT 405, BIO 407, PT 409, PT 402, PT 503, PT 505, BIO 302
Spring
- 511 Integrated Clinical Arts Seminar II** 4 credits
A continuation of, and pre-supposes, PT 410.
2 hours lecture, 4 hours seminar
Co-requisites: PT 503, PT 505; Pre-requisite: PT 410 *Fall*

COURSE DESCRIPTIONS

PHYSICAL THERAPY (PT)

- 512 Integrated Clinical Arts Seminar III** 3 credits
A continuation of, and pre-supposes, PT 511.
2 hours lecture, 3 hours seminar (10 weeks)
Co-requisite: PT 506; Pre-requisites: PT 511, PT 518 *Spring*
- 515 Research Methods** 3 credits
This course will present the principles and processes involved in research. Qualitative and quantitative approaches will be reviewed and analyzed relative to their strengths, limitations and practical uses. The application of appropriate research methods to problems worthy of study will be stressed.
Pre-requisite: Basic Statistics *Summer*
- 518 Clinical Education I** 3 credits
A six-week full-time clinical education experience, spring semester second professional year (January-February). This will provide the opportunity for integration of current professional competencies into direct patient care using problem solving strategies. Facilitation from PT clinical faculty will assist in the utilization of these skills in critically analyzing a variety of patient and role problems. This experience will also begin the processes of: professional socialization and cultivation of interpersonal communication skills; clinical decision making; self-assessment; proactive learning; and development of personal values, attitudes, and motivations in relationship to ethical, legal, and moral practice.
Pre-requisite: Satisfactory completion of all professional courses to date
Spring
- 590 Research Seminar** 1 credit
Integration of material presented in PT 515 as relevant to critical inquiry in physical therapy; strong emphasis will be placed on clinical research design and theory development; pertinent physical therapy research will be critically evaluated; development of premise for independent project of professional significance.
2 hours seminar
Pre-requisites: Math 115 or equivalent, PT 515 *Fall*
- 612 Special Topics in Physical Therapy** 1-3 credits
This offering allows physical therapy students in their final semester, the opportunity for study in up to three professional specialty areas. Topics may vary from year to year depending on student interest and the availability of faculty with professional specialty expertise. Topics may include clinical specialties such as: sports physical therapy, geriatrics, or pediatrics; or role specialties such as administration, teaching, or community health. Independent study or practica for one topic may be arranged with permission of program faculty.
2 hours seminar/topic
Co-requisite: PT 616;
Pre-requisites: PT 619 and final semester standing *Spring*
- 614 Integrated Clinical Arts Seminar IV** 3 credits
A continuation of, and pre-supposes, PT 512.
2 hours lecture, 2 hours seminar
Co-requisites: PT 616, PT 690, PT 692
Pre-requisites: PT 512, PT 619, PT 621 *Spring*

COURSE DESCRIPTIONS

PHYSICAL THERAPY (PT)

- 616 Clinical Decision Making** 2 credits
Discussion and application of models of clinical decision making based on physical therapy problems encountered in the clinical education experiences. Utilizing student generated case studies, problems will be analyzed in order to make sound clinical judgments related to the physical therapy diagnosis, scope of practice and expertise of the therapist. Clinical decisions to refer/not refer and treat/not treat will be made in preparation for practice with professional autonomy.
2 hours seminar
Co-requisites: PT 614; Pre-requisite: PT 619 *Spring*
- 619 Clinical Education II** 6 credits
A ten-week full-time clinical education experience in the fall semester of the third professional year (August-October). This experience will build upon Clinical Education I and incorporate the additional competencies attained in didactic and laboratory work. Students will continue to use problem solving strategies in direct patient care, under the guidance of PT clinical faculty. A variety of patient populations and problems will be provided to allow for full integration of professional knowledge and skills in total patient care. The students will be encouraged to reflect upon their knowledge and skills to identify problem area to be addressed in Clinical Education III. Further development of interpersonal skills, clinical decision making, self-assessment, proactive learning, and professional socialization is expected.
Pre-requisite: Satisfactory completion of all professional courses to date
Fall
- 621 Clinical Education III** 6 credits
A second ten-week experience immediately following Clinical Education II (October-December), which continues and presupposes such. This may occur at the same facility on a different rotation or in a different clinical setting. In this experience the student shall seek patient populations or problems with which they have limited exposure and/or lack mastery of entry-level skills. Students should also actively seek, where possible, opportunities in teaching, critical inquiry/research, administration/management, and quality assurance. Patient evaluation and intervention skills should be fine tuned. Additional emphasis placed upon addressing clinical decision making, goal setting/functional outcome measures, modification of intervention plans, and the role of physical therapy in a dynamic health care system.
Fall
- 690 Critical Inquiry** 3 credits
Application of the scientific method in reading and interpreting scientific literature and critical analysis of physical therapy theory, research, evaluation, and treatment. Students are required to complete a project of professional significance through independent study.
Co-requisites: PT 692, PT 616, PT 614; Pre-requisites: NSG 515, PT 715
Spring
- 692 Critical Inquiry Seminar** 1 credit
Further discussion of critical analysis of physical therapy theory, research, evaluation, and treatment via case studies and published research; colloquium on faculty research and student projects. 2 hour seminar
Co-requisites: PT 690, PT 616, PT 614; Pre-requisites: NSG 515, PT 715
Spring

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- Grace S. Fisher**, Assistant Professor, B.A. Wilkes College; Certificate in OT, University of Pennsylvania; M.S. College Misericordia; Ed.D. Temple University.
- Cheryl A. Fuller**, Assistant Professor, Division of Health Sciences, B.S. University of Vermont; M.S. State University of New York at Binghamton.
- Ruth Ann Fulton**, Associate Professor, Division of Health Sciences, B.S.N. Bloomsburg University; M.S. Pennsylvania State University; D.N.Sc. Widener University.
- Brenda Hage**, Assistant Professor, Division of Health Sciences, A.A.S. Luzerne County Community College; B.S.N. University of the State of New York at Albany; M.S.N. College Misericordia.
- Christine L. Hischmann**, Assistant Professor, Division of Health Sciences, B.S. Temple University; M.S. Temple University.
- Margo B. Holm**, Professor, A.S. and B.S. University of Minnesota; M.A. Pacific Lutheran University; Ph.D. University of Nebraska.
- John L. Kachurick**, Associate Professor, Division of Behavioral Science, Education, and Business, B.A. King's College; M.B.A. Wilkes College; M.S. College Misericordia; D.B.A. Nova University; Post Doctorate HRM, Nova Southeastern University.
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- Louise S. Ward**, Assistant Professor, Division of Health Sciences, B.S. Russell Sage College; M.S. University of Pennsylvania.
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ACADEMIC CALENDAR

1997-1998
ACADEMIC CALENDAR
 with Administrative Dates

Fall Semester 1997

Wednesday	August 20	Orientation for New Faculty
Thursday	August 21	Opening Faculty Meeting/Division Chairs
Friday	August 22	Division Meetings/ Last Day to Remove Summer Incompletes
Fri.-Sat.-Sun.	August 22-24	Freshman Orientation
Sunday	August 24	All College Check-In
Monday	August 25	First day of semester for ALL students
Monday	September 1	Labor Day; No day or evening classes
Tuesday	September 2	Classes Resume 8:00 a.m.
Wednesday	September 3	Add Period Ends 4:00 p.m.
Thursday	September 4	Academic Convocation 1:00 p.m.
Wednesday	September 24	Drop Period Ends 4:00 p.m.
Wednesday	October 1	Last Day to Withdraw from Courses Without Academic Penalty
Monday	October 13	Fall Recess
Tuesday	October 14	Classes Resume 8:00 a.m.
Mon.-Fri.	October 20-24	Mid Term Week
Monday	October 27	Mid Term Grades Due 8:30 a.m.
Mon.-Fri.	November 3-7	Advisement Week
Mon.-Mon.	November 10-17	Pre-Registration for Spring Semester
Wed.-Sun.	November 26-30	Thanksgiving Recess
Monday	December 1	Classes Resume 8:00 a.m.
Friday	December 5	Last day of Classes
Mon.-Sat.	December 8-13	Final Examinations
Monday	December 15	Grades Due to Registrar by 8:30 a.m.

1996-1997
ACADEMIC CALENDAR
 with Administrative Dates

Spring Semester 1998

(President's Convocation: Date/Time/Place TBA)

Monday	January 12	First Day of Classes for ALL Students
Monday	January 19	Add Period Ends 4:00 p.m.
Friday	January 30	Last Day to Remove Incomplete
Friday	February 6	Drop Period Ends 4:00 p.m.
Friday	February 13	Last Day to Withdraw from Courses Without Academic Penalty
Mon.-Fri.	March 2-6	Spring Break
Monday	March 9	Classes Resume 8:00 a.m./Mid Term Exams begin
Monday	March 16	Mid Term Grades Due to Registrar By 8:30 a.m.
Mon.-Fri.	March 23 -27	Advisement Week
Mon.-Fri.	March 30-April 3	Pre-registration for Fall Semester
Thur.-Mon.	April 9-13	Easter Recess, No Day or Evening classes
Tuesday	April 14	Classes Resume 8:00 a.m.
Wednesday	April 29	Last Day of Classes
Thursday	April 30	Study Day
Fri.-Fri.	May 1-8	Final Examinations
Monday	May 11	Final Grades Due to Registrar by 8:30 a.m.
Saturday	May 16	Baccalaureate and Commencement

INDEX

Academic Calendar	70
Academic Integrity	5
Accreditation	5
Administration	65
Admissions Information	6
General	6
Specific	6
Education	6
Nursing	7
Nursing/Organizational Management: Dual Degree	8
Occupational Therapy Entry Level	8
Organizational Management	9
Physical Therapy	10
Application for Graduate Degree	11
Auditing	11
Board of Trustees	64
Catalog Policy Statement	3
Change of Address	11
College Directory	64
Contacts'	2
Course Descriptions	42
Education	42
Nursing	48
Occupational Therapy Entry Level	54
Organizational Management	56
Physical Therapy	61
Course Withdrawal and Refund Policies	11
Faculty	66
Financial Aid	12
Grading System	13
Graduation Requirements	14
Graduate Philosophy	5
Graduate Program Descriptions	18
Education	18
Nursing	23
Occupational Therapy	32
Organizational Management	36
Physical Therapy	39
Graduate Program Policies and Procedures	7
Grievance Procedures	14
Incomplete Grades	14
Maintenance of Matriculation and Leave of Absence	15
Non-Matriculation Status	16
Program Advisement	16
Program Retention	16
Program Withdrawal	16
Readmission	16
Students with Disabilities	14
Transcripts	17
Transfer of Credit	17
Tuition and Fees	17

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